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ABSTRACT

The Third World countries of Botswana and Tanzania have used Radio Learning Group (RLG) campaigns effectively to get a limited amount of important information to a very large group of people at the same time. During campaigns voluntary participants organized in groups of 5-20 meet twice a week for about 5 weeks to listen to radio broadcasts about topics of national importance and to study supporting printed materials with the aid of a group leader. The group feeds questions and comments back to the government. Intended for organizers, teachers, administrators, and students of adult education, the manual explains in detail the 10 steps of organizing a campaign; the development of materials coordinated to the radio broadcasts; the field work essential to a successful RLG campaign; the training necessary for personnel at the national, district and town, village and ward, and group leader levels; and the evaluation of the campaign. Short sections provide suggestions for starting with experiments and pilot programs, following up with action, and consulting about the projects. Appendices include examples and flow charts from RLG campaigns in Botswana and a brief bibliography. Small black and white cartoon characters guide the reader through the manual. (SB).

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# RLG

## RADIO LEARNING GROUP MANUAL

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# Mass Media Manual

# How to run a Radio Learning Group Campaign

by David Crowley,
Alan Etherington, Ross Kidd
Illustrations by Petra Hubbard

FRIEDRICH-EBERT-STIFTUNG

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## FOREWORD

I was pleased to write the foreword to the first edition of this handbook in 1978. Since then the book has been widely read and reviewed and generally welcomed. It breaks new ground as a development tool and international recognition of its value can be seen in the present need for a second edition; the first edition ran out very quickly.

In the earlier foreword I said that the radio learning group campaigns on which the handbook is based are uniquely Third World experience. We were glad, then as now, to make this experience and the lessons learned from it available to all who want to make use of it.

The challenge for the future is to see that, in addition to its use for study, this handbook is put to work in the field, in the practical task of communicating development.

Q. K. J. Masire, LLD., P.H., J.P., MP.
PRESIDENT OF BOTSWANA



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# Introduction to the Manual

This manual shows one way of running a radio learning group (RLG) Campaign in all its main aspects. It is designed for use by campaign organisers and for teachers, administrators, planners and anyone else who may be interested. We also hope it will be used by students of Adult Education as a case study of the management of non-formal education.

The contents are based on experience gained in Botswana. Some of the lessons learned from this experience are directly transferable elsewhere, some can be transferred with modification and some – rather few we think – probably will not be useful outside Botswana.

If you have the time, we suggest you read straight through the manual. It is quite short and its parts will appear clearer in the context of the whole book.

The manual has been produced in part as an example of the belief that non-formal educators can and should give one another practical work tools as well as the more common academic stimuli – articles, books, papers, lectures. This handbook is a tool. You are free to use it and anything in it in any way you like. If you have questions to ask or comments to make we will be glad to receive them and to make use of them. And we would, anyway, be grateful to know how the manual is being used. If you have time please write to us to tell us about it at

MANUAL ON RLG CAMPAIGNS
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FEDERAL REPUBLIC OF GERMANY

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Gaborone, Botswana
OCTOBER 1977





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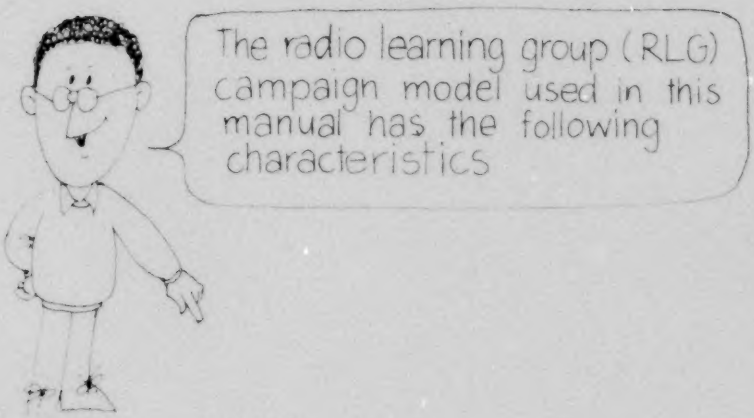
Alan Etherington

Petra Ruhr-Roewendahl (who drew all the illustrations)

David Crowley

Ross Kidd

# What is a Radio Learning Group Campaign?




- A topic of national importance to very large numbers of voluntary participants who are organised in radio learning groups of 5–20 people with most groups meeting solely for the purpose of the campaign.
- Each group has a trained group leader who leads the group in listening to the campaign radio broadcast and in studying the supporting printed materials.
- Both the broadcast and materials cover only a limited amount of information.
- Groups meet twice a week over a brief period of about 5 weeks.
- In each meeting the RLGs discuss, comment on and ask questions about what they have studied which they send to the centre on a report form to be analysed by Government and used to guide policy matters.
- A large sample of their questions is answered on the radio.
- RLGs may decide on an action task as appropriate to their needs.

## When to use an RLG Campaign – and when not to

An RLG campaign offers an effective way of getting a limited amount of important information, quite cheaply, to a very large number of people at the same time. The method can be used for careful consultation among large numbers of people; it can be used, too, to bring about action. So it is an important and useful non-formal education tool. But it cannot be used in all situations and we have limited our use of it to situations where

a) we had a message of truly national importance
b) which could fit the RLG method
c) the subject matter was interesting enough to provoke discussion
d) there were people competent to plan and run the campaign
e) there was sufficient money.
f) there was plenty of time to prepare

There are all sorts of situations when you should **not** use the RLG campaign method. For instance, where

a) the message concerned has **local** rather than national significance
b) the audience is **specific** rather than general
c) there are good reasons for deciding that a **long**-term educational programme is needed
d) where there are major concerns of a sort that cannot be handled in a mass campaign.

Botswana has run two large RLG campaigns, one in 1973 and another in 1976. The organizers of these campaigns borrowed from RLG experience developed in Tanzania, who had benefitted in turn from work done with radio farm forums in Canada, India, Ghana and elsewhere. Some information and a bibliography about this related experience is set out in the appendices.

Examples of RLG campaigns already run successfully are:

| | |
|---|---|
| **Popularisation of the National Development Plan** | Botswana and Tanzania |
| **Explanation of the General Election** | Tanzania |
| **National Health and Hygiene** | Tanzania |
| **Tenth Anniversary of Independence** | Tanzania |
| **Public Consultation on a major proposed policy** | Botswana |
| **Civic Education** | Botswana |



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From this point onwards this manual deals with the RLG campaign **process.** For this purpose we use the real, but as yet unrealised interest, in Botswana, in running a national RLG campaign on environmental hygiene.

Please note that it is the campaign process that we will discuss, not the subject matter.

Where appropriate we illustrate our arguments with examples from the 1976 RLG campaign on the Tribal Grazing Land Policy (TGLP) and the

1973 RLG campaign on the National Development Plan (NDP).

TGLP

n d p

Such examples are displayed in boxes to separate them from the text.
Boxes are also used to provide detailed examples of the points we are trying to make.

## ALPHABET SOUP – A LIST OF ABBREVIATIONS

| | |
|---|---|
| ACDO | Assistant Community Development Officer |
| AD | Agricultural Demonstrator |
| AGINF | Agricultural Information Services (Ministry of Agriculture) |
| CD | Community Development |
| CDO | Community Development Officer |
| CRD | Co-ordinator of Rural Development |
| DAO | District Agricultural Officer |
| DDC | District Development Committee |
| DEMS | Division of Extra-Mural Services (University College of Botswana) |
| DO (D) | District Officer (Development) |
| EO | Education Officer |
| FWE | Family Welfare Educator |
| HEU | Health Education Unit |
| CC | Campaign Co-ordinator |
| MLGL | Ministry of Local Government and Lands |
| MOA | Ministry of Agriculture |
| MOE | Ministry of Education |
| MOH | Ministry of Health |
| NDP | National Development Plan |
| PTA | Parent Teacher Association |
| RAO | Regional Agricultural Officer |
| RB | Radio Botswana |
| RDU | Rural Development Unit |
| RECC | Rural Extension Co-ordinating Committee |
| RLG | Radio Learning Group |
| RMO | Regional Medical Officer |
| RTC | Rural Training Centre |
| TGLP | Tribal Grazing Land Programme |
| VDC | Village Development Committee |

# Organising a campaign

## The ten steps

The RLG Campaign has to begin somewhere. It will not set itself in motion. In some ways the beginning stages of the Campaign are the most perplexing because, of course, they happen before the Campaign idea has developed a plan, momentum, and organisation.

In this section we describe realistically how the imaginary proposed Clean Campaign might develop in Botswana from the earliest stage of thinking to the stage where the Campaign organisation is set up and starts to operate. The diagram on the following page sets out the ten steps in this process. The procedure involved will be different in detail in different countries but working through these **steps** will be essentially similar everywhere. We must begin at the beginning.

Step 1. Following Identification, first Ideas on the Campaign Topic

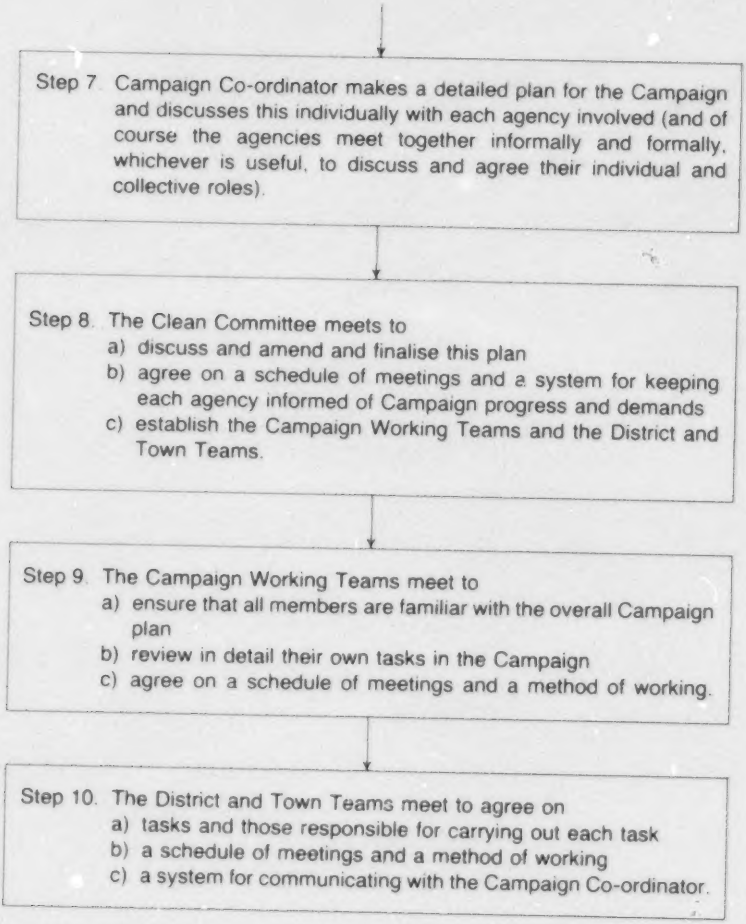
Step 2. Preliminary Consultation

Step 3. Preliminary Research on Campaign Content

Step 4. Producing the Campaign Preliminary Plan, discussing it with the Rural Extension Coordinating Committee (RECC)

Step 5. Taking a Project Memorandum to Cabinet who issues a political directive to
a) establish a campaign organisation
b) give the Campaign the necessary priority
c) find funds for the Campaign
(N.B. we are saying for the sake of our flow of operation that the **Cabinet** would give the go-ahead. But, of course, it isn't necessarily true in all cases and this go-ahead might simply be a decision by senior administrators.)

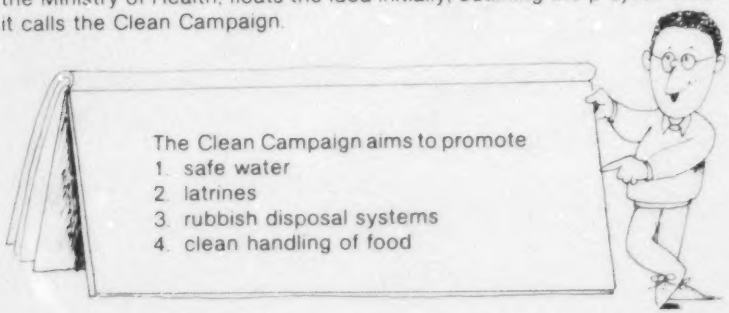
Step 6. Rural Extension Co-ordinating Committee (RECC) meets and
a) notes the Cabinet Directive
b) formally agrees the Clean Campaign and gives it priority
c) nominates a Campaign Co-ordinator
d) instructs the Campaign Co-ordinator to take control of the Clean Campaign
e) nominates agency members of the Clean Committee
f) agrees on the first Clean Committee meeting date.


Step 7. Campaign Co-ordinator makes a detailed plan for the Campaign and discusses this individually with each agency involved (and of course the agencies meet together informally and formally, whichever is useful, to discuss and agree their individual and collective roles).
Step 8. The Clean Committee meets to
a) discuss and amend and finalise this plan
b) agree on a schedule of meetings and a system for keeping each agency informed of Campaign progress and demands
c) establish the Campaign Working Teams and the District and Town Teams.
Step 9. The Campaign Working Teams meet to
a) ensure that all members are familiar with the overall Campaign plan
b) review in detail their own tasks in the Campaign
c) agree on a schedule of meetings and a method of working.
Step 10. The District and Town Teams meet to agree on
a) tasks and those responsible for carrying out each task
b) a schedule of meetings and a method of working
c) a system for communicating with the Campaign Co-ordinator.

## Step 1. First Ideas on a Campaign Topic

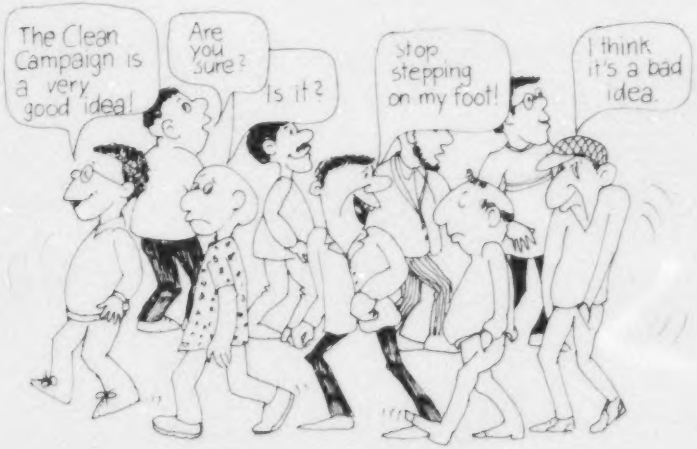
RLG Campaigns seem to have had similar beginnings everywhere. Central Government – often influenced by University adult education departments as in Tanzania and Botswana – has normally decided that it has a very important message to communicate and get feedback on.

So the relevant Ministry, and the case we are using in our example is the Ministry of Health, floats the idea initially, outlining the project which it calls the Clean Campaign.




At this stage our campaign is still only an idea – it has no organisation established as yet. The preliminary consultation and research will be carried out by the individuals or the agency who are interested in promoting the Campaign idea. Obviously there are no rules for handling this preliminary work. But those interested in the Campaign idea should, from the very beginning, sharpen their ideas about the Campaign and develop preliminary interest and support for the Campaign among their professional colleagues.

In the case of Botswana the Ministry of Health reports its interest to the Rural Development Unit (RDU) which provides the officers for the inter-ministerial Rural Extension Coordinating Committee (RECC).



An initial positive response is shown and Health and RDU pencil in the dates of the proposed campaign period, some twenty months ahead. The idea is then discussed with the districts and NFE agencies. This procedure will vary somewhat country by country. But it needs to be thought out. **Correct** procedure is of paramount importance.

## Step 2. Preliminary Consultation

One of the main criticisms of RLG campaigns is that they result from top-down planning and disrupt already-planned programmes. These

campaigns are big and have to be run by several agencies. By involving people at all possible levels in both identifying (or at least refining) the campaign subject and in designing the campaign itself, well in advance,these criticisms should be less strong. And anyway if they are carried out properly these preliminary tasks help the RLG campaigns by

a) getting the subject as right as possible for the total RLG audience, and
b) obtaining the support of the many professionals who must be involved in planning and running an RLG campaign.

Remembering the Clean Campaign's proposed subject matter, the preliminary consultation should

a) inform all concerned about the proposed RLG Campaign,
b) state the proposed dates,
c) discuss who should be involved in running it,
d) discover what effects the Clean Campaign might have on other programmes,
e) attempt to minimise conflict and maximise cooperation,



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f) seek views on how the campaign might best be run,
g) see what extra help might be needed, and
h) listen **courteously** and discuss thoroughly the objections raised.

In Botswana this consultation would take place mainly through the professional non-formal education agencies and the District Development Committees (DDC). Other countries will have their own appropriate sub-national agencies which must be used.

This first preliminary consultation will show whether the idea of running a campaign produces a reasonably positive response or not.

For the purposes of this manual we will assume that the response is favourable. So it is now clear that the campaign promoters should take the campaign forward and we suggest the next stage is preliminary research on the campaign content.

## Step 3. Preliminary Research on the Campaign Content

This preliminary research tries to find out a number of important things about the Campaign's proposed subject matter. In broad terms it tries to discover

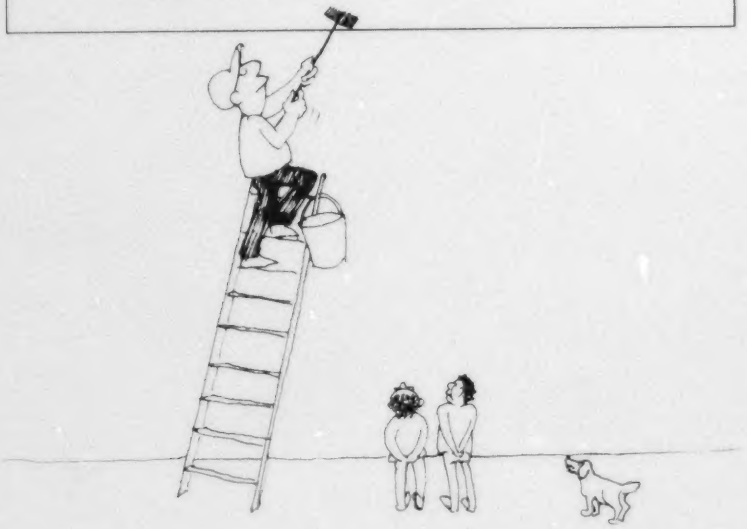
a) the problems and concerns that people have with the suggested campaign topics (water, latrines, rubbish disposal and food handling)
b) if these are feasible topics for an RLG Campaign.

Those promoting the campaign might do this research themselves. Or they might get someone else to do it for them.

Some of the things that will need to be researched are listed on the following page.

**Concerns for research**

a) What **problems** do people have?
b) What are the **solutions** to these problems?
c) What are the **constraints** in applying these solutions?
d) What **vested interests** are threatened by the solutions?
e) What will the solutions **cost** (the individual, the family, the nation)?
f) What are people's **attitudes?**
g) What do people **believe?**
h) What do people do or **practise** at present?
i) What **language** do people use when talking about these things?
j) What **misconceptions** do people have?
k) What are the current and proposed policies?
l) What **history** is there of previous action in this area?
m) What **regional variations** should be considered (problems, solution, language etc.).



Start off by collecting and reading
a) Official reports (eg. Ministries)
b) National Development Plans
c) Research Reports
d) Statistical Abstracts

Draw up a list of topics that need further discussion.
Against this list, interview relevant people such as
a) fieldworkers
b) teachers
c) Government officials
d) members of the public

**Concentrate more on listening and understanding than on counting.** Categorise what you read and hear under headings such as those above and after, say, a month, discuss what you have learned with the campaign promoters.

Is there sufficient information for appropriate people to write the materials with cultural sensitivity?
Is there enough information to enable the promoters to recast the earlier tentative campaign objectives with real precision?

If more information is necessary then a more systematic approach is needed. You must consider what information is wanted and compare that against your research resources.

You might need a special survey or participant observer studies.

However we think that, in Botswana at least, one can gather a lot of information from existing documents or from knowledgeable people.

If the results of the preliminary consultation and research are acceptable then they will help to make the Clean Campaign real. With them, the necessary momentum begins and the campaign promoters can proceed and produce a preliminary plan.

## Step 4. Preliminary Campaign Plan

Our experience suggests that the best way to prepare answers to anticipated questions about the proposed Campaign – and needed to answer unexpected questions – is to produce and timetable a clear comprehensive preliminary plan for the whole campaign. It is a task that has to be done at an early stage. We think that the best time to do it is after the preliminary research and consultation has been completed and before the formal exercise of approaching Cabinet to decide about the campaign.

The first task is to produce a very crude outline timetable for such a campaign to give it an elementary time perspective. It will need refining very soon, but the timetable on the next page would serve the promoters' purpose while they produce the preliminary campaign plan. Assume we are writing all this in the middle of 1989.

| 1990 | | | 1991 | | |
|---|---|---|---|---|---|
| FEBRUARY | MARCH-JULY | SEPTEMBER-DEC. | JANUARY-MAY | JULY-AUGUST | SEPTEMBER-DEC. |
| Training Workshop for Campaign Staff | Planning and Running the Pilot Campaign | Staff Training and Material Production | RLG Leader Recruitment and Training | CAMPAIGN | Evaluation and Report Writing |

This and the next few pages are simply the interested professionals' first idea of an overall draft plan for the *tasks* that have to be done if the Clean Campaign is going to work. The plan is very rough at this stage but it will get refined very quickly as the promoters discuss it with the agencies concerned.

Task 1 – *AN OVERVIEW*

To understand the rest of the plan, your readers will need to have some broad perspective of the campaign. This includes aims, target audiences, costs and staffing requirements.

Task 2 – *FIELDWORK*

This part of the plan deals with all the jobs that the promoters believe must be done in the field. It emphasises devolution to district, town and village level where regular District, Town and Village Teams will be established. It also deals with the tasks that must be performed in the remote areas, not normally touched by media and extension services. In addition it looks at field tasks for working among migrant labourers, non-government organisations and schools etc.

Task 3 – *TRAINING*

Many people have to be trained in an RLG Campaign, some simply, some in complex tasks. This means a big programme of training, so, much of the manual is about training.

Task 4 – *MATERIALS*

RLG Campaigns use a lot of printed materials. Someone has to produce each part. Part 4 lists the materials that need to be produced.

Task 5 – *JOBS FOR THE CAMPAIGN COORDINATOR*

The promoters argue that there will be need for a fulltime Campaign Coordinator (CC).

This is a preliminary list of the many tasks the Campaign Co-ordinator will have to deal with during the campaign.

Task 6 – *CAMPAIGN COORDINATOR'S OFFICE*

An office is needed to support the Campaign Co-ordinator during the project period. Part 6 shows what this office will need.

Between this page and page 32 you can read one-page summaries of the main *tasks* involved in each of these parts of the campaign. They are handled more fully in later sections of the manual, subject by subject.

# Task 1 – A Brief Overview of the Campaign

**Aims:**

to promote a more hygienic environment through promoting

1. safe water
2. latrines
3. rubbish disposal
4. clean handling of food

**Target audience**

- 100,000 adults in 7,000 RLGs
- as a secondary audience, all school children, migrant labourers

**Method**

a) 10 Radio Programmes broadcast over five weeks to the RLGs.
b) Each RLG will have a trained group leader.
c) RLGs will use study materials in the 10 study sessions.
d) They will discuss the content of each session, take practical action on it where appropriate and report on their study/action sessions to the Campaign organisers.

**Costs** – a donor is needed to fund the project as follows

| | |
|---|---|
| fieldwork and training | 60,000 |
| materials | 80,000 |
| consultation | 25,000 |
| evaluation | 10,000 |
| miscellaneous | 25,000 |
| total US-$ | 200,000 |

**Staffing**

Most tasks will be handled by staff presently working in existing agencies. This represents the national contribution to the campaign. The major additional staffing will be the Campaign Coordinator and supporting staff.

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# *Task 2 – Fieldwork*

| Level | Task | Responsible for Plan | Responsible for implementation |
|---|---|---|---|
| District and town level | a) Establishment of working teams<br>b) operating procedures of teams<br>c) methods of communication with CC<br>d) budget and accounting procedures<br>e) flow chart of Team operation including field work, training etc.<br>f) briefing and debriefing of Village Teams<br>g) training and equipping RLG leaders<br>h) stores<br>i) trouble shooting<br>j) report writing | Field Work and Training Team with District Team | District Team |
| Village and Ward level | a) Establishment of Village and Ward Teams<br>b) recruitment work<br>c) RLG leader training<br>d) reporting procedures<br>e) transport<br>f) visits to RLGs | Field Work and Training Team with District Team | District Teams, Village Teams, MPs, Headmen, and Councillors |
| Special Groups (Remote Rural Dwellers) | Mobile system needed | Remote Areas Development Officer and Planning Officer/Rural Development with Fieldwork and Training Team | District Teams |
| Migrant Labourers | Development of a "fieldwork" system through the mails with appropriate radio support. | Field Work and Training Team | Fieldwork and Training Team |

# *Task 3 – Training*

Many people have to be trained in a radio learning group campaign, some simply, some in complex tasks. This table sets out the promoters' first tentative view of what has to be done. **It needs careful study.**

| Trainees | Training for the following job | Responsible for content | Responsible for Implementation |
|---|---|---|---|
| District and Town Teams | a) committee work<br>b) briefing/debriefing field workers<br>c) training RLG leaders<br>d) organising mobile recruitment | Field Work and Training Team | Field Work and Training Team |
| Village and Ward Teams | a) village team work<br>b) recruitment work<br>c) training RLG leaders<br>d) campaign visits to RLGs<br>e) report-writing | Field Work and Training Team | District and Town Teams |
| Mobile Recruitment Staff | a) transport and logistics<br>b) recruitment procedures<br>c) report writing | Field Work and Training Team | District Teams |
| Participant observers | research and writing function | Evaluation/ Consultation Team | Evaluation/ Consultation Team |
| Practical task persons | tasks relating to physical level inputs to campaign, eg. concrete slabs, mosquito wire | Action Team | District and Towr. Councils |
| Packers and Drivers | tasks such as packing materials for despatch | Campaign Co-ordinator | Campaign Co-ordinator |
| Coders | coding information on report forms from RLGs | Evaluation/ Consultation Team | Evaluation/ Consultation Team |
| Translators | translating teaching materials (eg. study guide) | Teaching Materials Team | Teaching Materials Team |

# *Task 4 – Campaign Materials*

**STUDY MATERIALS**
radio programmes (10)
study guide (10 chapters)
flip chart illustrations (30)
agenda poster
report forms

**EQUIPMENT**
radio
flipchart

**RLG LEADER TRAINING MATERIALS**
Study guide (abridged version)
radio programmes (10 programmes, each 5 minutes long, on a cassette)
flip chart illustrations
report forms

**FIELD WORK MATERIALS**
Training materials for
a) District and Town Teams
b) Village and Ward Teams

RLG leader recruitment forms
RLG leader visit report forms

**ADMINISTRATION FORMS**
Planning and reporting forms
Equipment issue forms

**EVALUATION/CONSULTATION FORMS**
RLG Leader Registration Form
Group Register
Report Forms
Participant Observer Forms

# *Task 5 – Tasks for the Campaign Coordinator*

1. Production of Detailed Plan (for Campaign)
2. Planning and running a pilot Campaign
3. Establishment, support and programming of committees and teams
4. Running a training workshop for the Clean Campaign working teams
5. Communication with District and Town Teams
6. Monitoring and adjusting progress of working teams and District and Town Teams
7. Handling the project finances
8. Keeping Cabinet and Government briefed
9. Publicity
10. Reports to Government, donors and others
11. Arbitration
12. Trouble shooting
13. Pilot
14. Morale

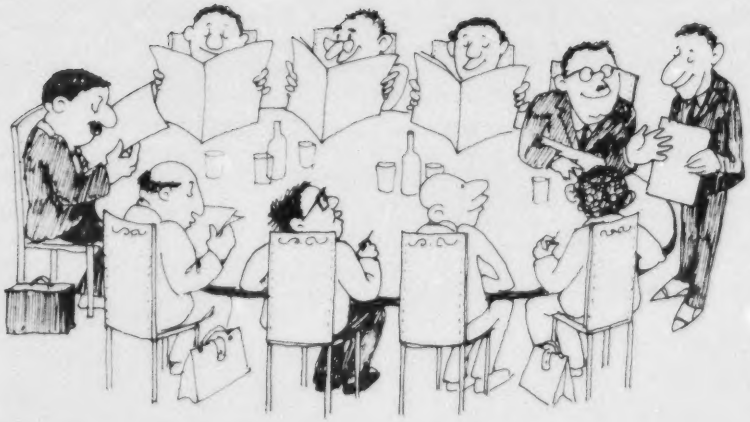
# *Task 6 – Campaign Coordinator's Office*

This headquarters office must be able to act as the Campaign secretariat, commisariat and communication centre. It will need

1. Adequate staff – an assistant to the Campaign Co-ordinator, a competent full-time secretary and messenger. In addition, part-time staff will be needed at a number of stages of the Campaign.
2. A filing system for records of
   a) expenditure
   b) meetings
   c) recruitment
   d) radios
   e) district and town reports
   f) distribution of equipment
3. Communication facilities
   a) radio
   b) phone
   c) letter
4. Storage and packing facilities for campaign supplies
5. Transport – a different and very necessary item

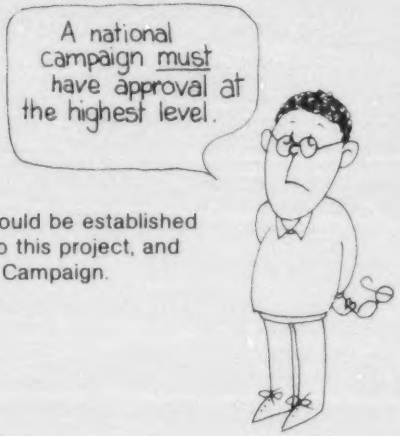
## Step 5. Taking the Project Memorandum to Cabinet

We should remind ourselves now – and continually – that RLG Campaigns are a major undertaking, affecting tens of thousands of people. So getting the information right at the beginning is not just a good idea. It is necessary. You must be sure that the information is right because by this stage it will seem that there is a real chance of running a national campaign on environmental hygiene – the Clean Campaign. And because the Campaign is intended to cover the nation, entering tens of thousands of homes, and because it must have an agreed very high priority if it is to succeed, it will need unequivocal political backing.



In Botswana such backing could come from the Cabinet. In your country it may not be a question of going to Cabinet but you must get involvement of and clearance from the national-level authority that covers this sort of national level Campaign. For the purposes of our flow we say that the **Cabinet** must give support to the campaign.

A memorandum must be written to them explaining the Campaign proposal carefully. If they agree, they should issue a directive that
a) the Campaign should happen




b) the necessary organisation should be established
c) high priority should be given to this project, and
d) funds should be found for the Campaign.

## Step 6. Rural Extension Coordinating Committee (RECC)

Once the cabinet has given its firm political backing, it is up to the Rural Extension Co-ordinating Committee to create a comprehensive and operational organisation to run the Campaign. An Organisation Diagram for the Clean Campaign is given on page 36.

The Rural Extension Co-ordinating Committee is the unit in Botswana which attempts to coordinate nationally planning and information about Nonformal Education. You may have a similar body in **your** country; its form may be that of a committee like the RECC, it may be a series of committees or it may be a single officer. But whatever its form its role will be similar to the RECC's and it is of critical importance if you want to run an RLG Campaign.

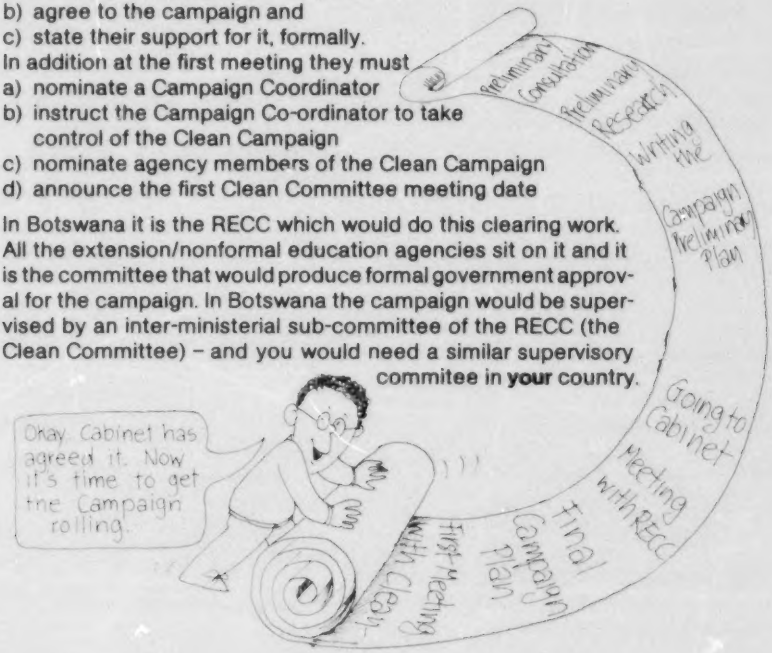
We **must** keep reminding ourselves that RLG campaigns are big, affecting many agencies. The campaign must therefore be cleared by all these agencies. They must

a) be informed about the campaign
b) agree to the campaign and
c) state their support for it, formally.

In addition at the first meeting they must

a) nominate a Campaign Coordinator
b) instruct the Campaign Co-ordinator to take control of the Clean Campaign
c) nominate agency members of the Clean Campaign
d) announce the first Clean Committee meeting date

In Botswana it is the RECC which would do this clearing work. All the extension/nonformal education agencies sit on it and it is the committee that would produce formal government approval for the campaign. In Botswana the campaign would be supervised by an inter-ministerial sub-committee of the RECC (the Clean Committee) – and you would need a similar supervisory commitee in **your** country.


Preliminary Consultations
Preliminary Research
Writing the Campaign Preliminary Plan
Going to Cabinet
Meeting with RECC
Final Campaign Plan
First Meeting with Clean
Okay. Cabinet has agreed it. Now it's time to get the Campaign rolling.



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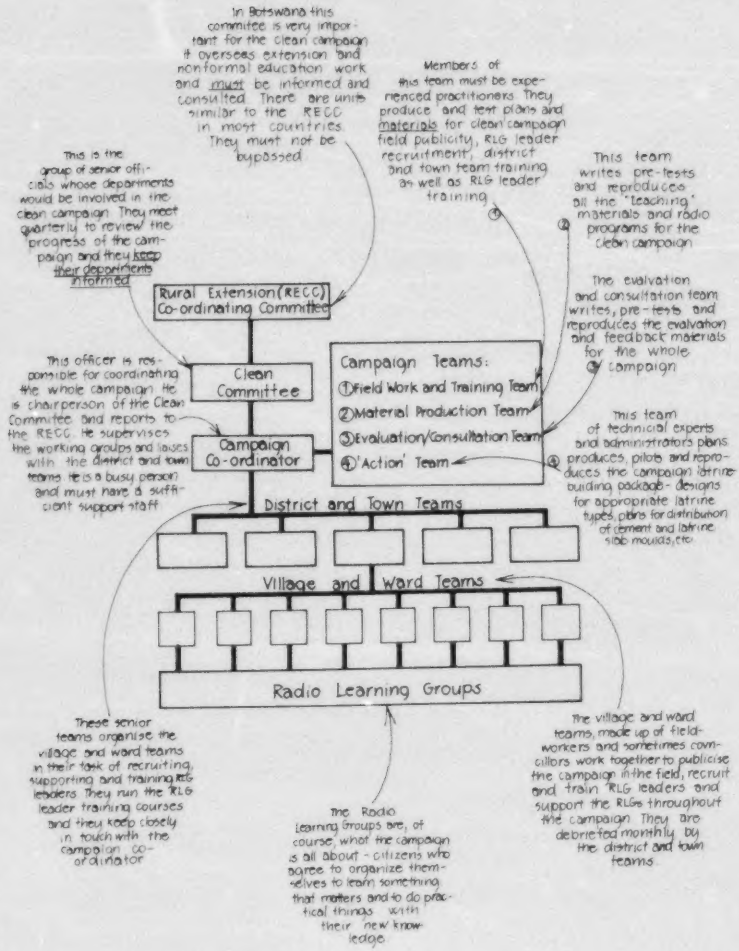
# ORGANISATION CHART


In Botswana this committee is very important for the clean campaign it oversees extension and non-formal education work and must be informed and consulted. There are units similar to the RECC in most countries. They must not be bypassed.
Members of this team must be experienced practitioners. They produce and test plans and materials for clean campaign field publicity, RLG leader recruitment, district and town team training as well as RLG leader training.
This is the group of senior officials whose departments would be involved in the clean campaign. They meet quarterly to review the progress of the campaign and they keep their departments informed.
This team writes pre-tests and reproduces all the 'teaching' materials and radio programs for the clean campaign.
Rural Extension (RECC) Co-ordinating Committee
The evaluation and consultation team writes, pre-tests and reproduces the evaluation and feedback materials for the whole campaign.
This officer is responsible for coordinating the whole campaign. He is chairperson of the Clean Committee and reports to the RECC. He supervises the working groups and liases with the district and town teams. He is a busy person and must have a sufficient support staff.
Clean Committee
Campaign Co-ordinator
Campaign Teams:
①Field Work and Training Team
②Material Production Team
③Evaluation/Consultation Team
④'Action' Team
This team of technicial experts and administrators plans, produces, pilots and reproduces the campaign latrine building package - designs for appropriate latrine types, plans for distribution of cement and latrine slab moulds, etc.
District and Town Teams
Village and Ward Teams
Radio Learning Groups
These senior teams organise the village and ward teams in their task of recruiting, supporting and training RLG leaders. They run the RLG leader training courses and they keep closely in touch with the campaign co-ordinator.
The village and ward teams, made up of field-workers and sometimes councillors work together to publicise the campaign in the field, recruit and train RLG leaders and support the RLGs throughout the campaign. They are debriefed monthly by the district and town teams.
The Radio Learning Groups are, of course, what the campaign is all about - citizens who agree to organize themselves to learn something that matters and to do practical things with their new knowledge.



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## Step 7. The Campaign Coordinator

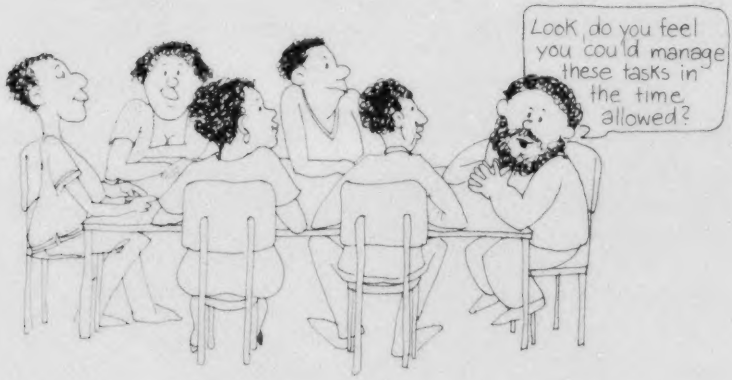
The Campaign Co-ordinator is nominated by the RECC to run the RLG Campaign. He or she must be an experienced nonformal educator, an experienced administrator and one who is both able to carry a heavy work load and to work under pressure. He **must** delegate responsibility. The work load is much too big for the job to be done otherwise.

Be sure you get the Campaign Co-ordinator into post in good time.

> In Botswana's TGLP Campaign there was no Campaign Co-ordinator until much too late in the Campaign's progress. And when the Campaign Co-ordinator was appointed there were delays in his taking up the post – delays which caused extra work for others, slipped deadlines, a good deal of friction and a heavy backlog of work for this Campaign Co-ordinator when eventually he did appear on the scene.

His first task is to make a detailed plan for the Campaign, refining the preliminary plan (p. 24) which was produced by the Campaign promotors. (The other tasks of the Co-ordinator are listed on page 31.)

Once this is done he should take the plan and discuss it with each agency involved in the Campaign in order to get their support in principle for agreed tasks against certain deadlines. This gives each agency a chance to review their suggested contributions to the Campaign and comment on other aspects of the Campaign's plan. Based on the agency's suggestions, the plan is further amended and submitted to the first meeting of the Clean Committee.



## Step 8. The Clean Committee

WHAT!?
Another committee!?
Right! Someone needs to give ongoing advice, support and encouragement for the planning and running of the Campaign.
CC

This is a committee made up of the Campaign Coordinator as chairman and members from all the agencies who have significant involvement in the Clean Campaign. Its members must be senior in their own departments and they must be able to commit those departments to action agreed by the committee.

Basically the Clean Committee has three functions

a) To give the Campaign Coordinator the assistance he requests
b) To review, and assist with the progress of the Campaign and
c) To keep their own departments and agencies fully informed.

The Clean Committee would probably meet every three or four months.

In its first meeting the Clean Committee gives final approval to the Campaign plan. In addition the members should agree on

a) a schedule of committee meetings and a system for keeping their own agencies informed of Campaign progress and demands
b) membership of the working teams.

## Step 9. The Campaign Working Teams

The next step is to set up working teams to take on the following specialised tasks – field work and training, teaching materials production, evaluation and consultation, action, and data interpretation. At their first meeting each team should

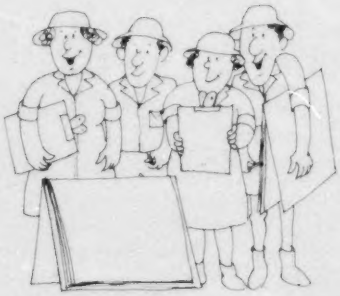
a) ensure that all members are familiar with the overall Campaign plan
b) review in detail its own tasks in the Campaign, and
c) agree on a schedule of meetings and a method of working.

A summary of each team's work is given below –

**The Field Work and Training Team**

The tasks of this team are described fully on page 78 onwards. Essentially this group (whose members must be experienced people with field experience), has to plan and monitor

a) field publicity
b) the work of the District and Village Teams, including a system for RLG leader recruitment
c) RLG leader training.



**The Teaching Materials Team**

The Teaching Materials Team has to produce all the "teaching" materials for the campaign –

a) Radio programmes
b) Study Guide
c) Flip Chart Illustrations.

Members of this group need to be experienced but there is no mystery about materials production and the job can be done in any developing country.

**The Evaluation/Consultation Team**

This group has to

a) measure the effectiveness of transmission of the campaign message and
b) organise the response to the campaign message that the campaign brings to its organisers.

The tasks are difficult and need experienced specialists.

**The Action Team**

This is the group which, for the Clean Campaign on Environmental Hygiene, has to organise the action aspect of the Campaign. Their work includes

a) testing different types of latrines and refuse-disposal systems
b) deciding on appropriate types for different areas of the country
c) producing the materials for the development of latrines and refuse disposal systems appropriate to the areas researched.

The group should be a mix of sanitation experts and administrators. They must work closely with the Campaign Coordinator to ensure that

a) the campaign message and the action package work together and
b) they get the materials to the appropriate areas securely and in good time.

**Data Interpretation Team**

This team should be made up of the Campaign Co-ordinator, Evaluation Officers and Ministry of Health officials. Their job is to make sense of the data produced by the Clean Campaign so as to help towards producing an appropriate campaign report.

## Step 10. District and Town Teams

The final step in setting up the Campaign Organisation is to establish the District and Town Teams. The task of running the Campaign in the districts and towns must be assigned to agencies who actually operate in these areas. Their first task is to hold a meeting and agree on

a) tasks and those responsible for carrying out each task
b) a schedule of meetings and a method of working
c) a system for communicating with the Campaign Co-ordinator.

Detailed job descriptions for all the teams mentioned are laid down later in the manual.

When you have studied these steps please note the six points below very carefully.

# IMPORTANT LESSONS LEARNED FROM SEVERAL RLG CAMPAIGNS

1. **Get an early working agreement among all concerned on how to plan and run the campaign.**

2. **Work out clear operating procedures that suit your situation. They can never be too simple.**

3. **Be clear about who is in charge and about the limits of his or her authority.**

4. **Make sure you have sufficient staff – listen to them and keep them fully informed.**

5. **Make sure that all agencies involved understand what their role is and what is expected of them.**

6. **Make sure that the campaign has enough money and that expenditure is properly accounted for.**
   **(Ask the government auditor for help; he may be surprised but he will certainly be willing)**

# Medium and Message – the Teaching Materials

The Campaign study materials will be an important and visible part of the Campaign for all RLG members. Even those who cannot read and write can have the materials read to them. And they can be read more than once,of course.

In this chapter we want to talk about the teaching materials and how they can be prepared – in the appropriate language of course.

## 1. The materials are designed as a package

An RLG Campaign uses a package of study materials. Each part of the package fits in with the others. For the Clean Campaign the package will consist of

a) a study guide of ten units
b) ten radio programmes
c) some 40 flipchart illustrations
d) ten report forms
e) fifteen official free envelopes addressed to the campaign organisers.

In some campaigns the package may include additional reading material, for example a popular version on government policy proposals.

In the 1976 TGLP campaign each RLG was given two copies of the popular version of the government White Paper on the TGLP. This provided more details on the policy than in the Study Guide and gave some of the background to the policy proposals.

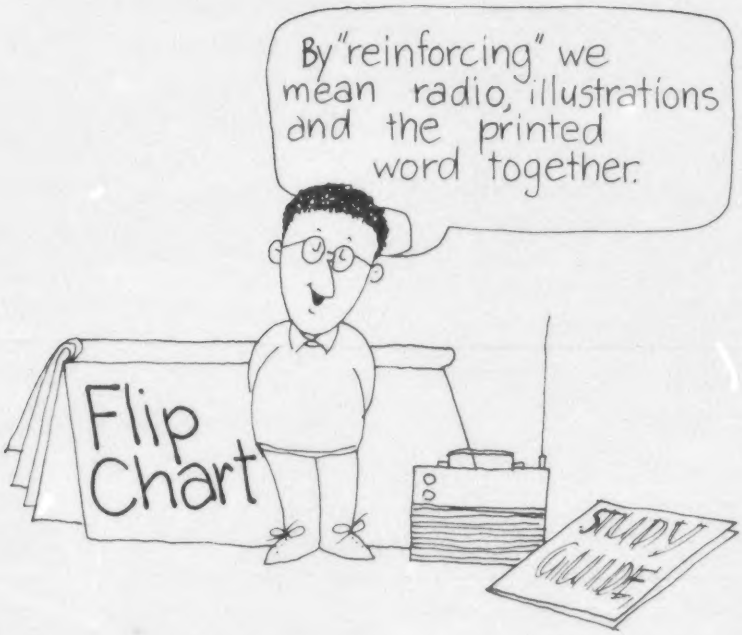
There are several good reasons why we suggest using more than one medium in an RLG Campaign. These are:

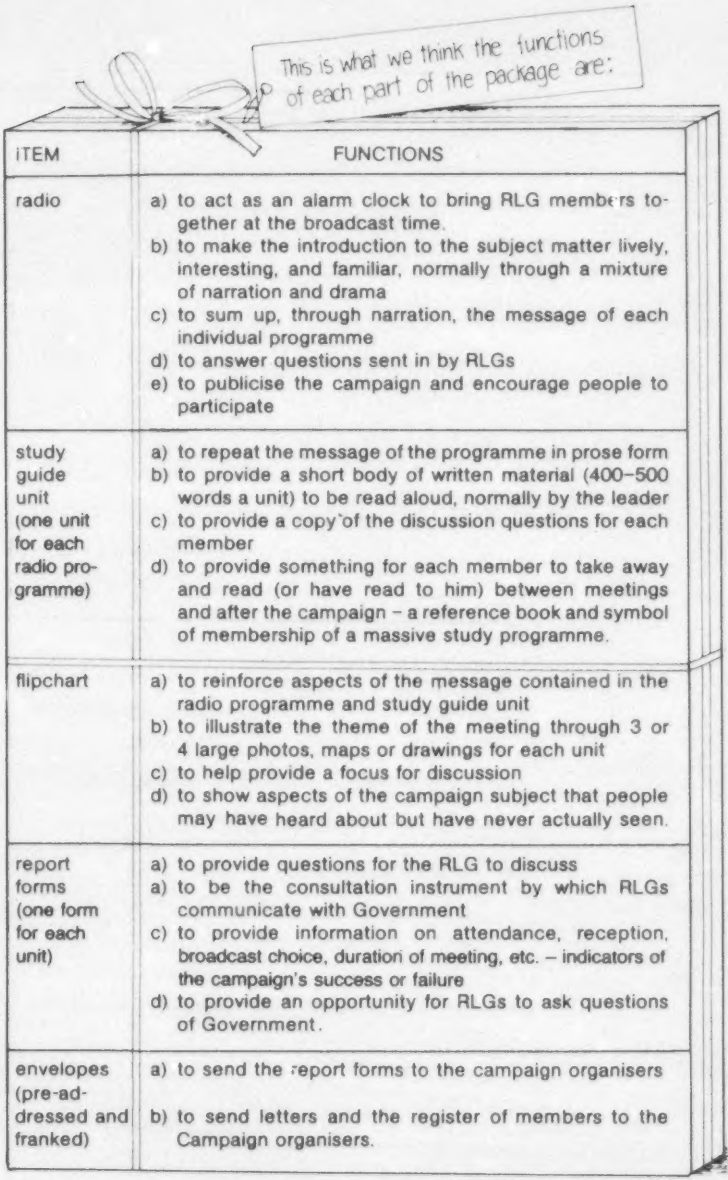
We believe that you can counter the impersonal nature of the materials by using them in a package where the RLG listens, reads, and discusses together the issues raised in the materials.

Materials cannot become **very** personal; but that doesn't matter by itself. The important tasks of the materials are to give information and promote discussion. The most important part of the RLG Campaign is that

a) RLGs should discuss the subject matter of the campaign study units and
b) send their views to the organisers.

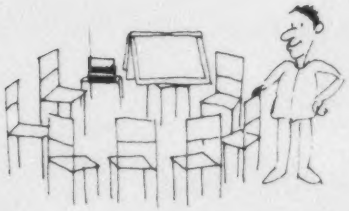
If you use more than one medium in the package, you can arrange it so that each medium **reinforces** the others; that's to say that they share a common theme but do not duplicate each other's content. Each medium provides different, supporting information on the same theme.


By "reinforcing" we mean radio, illustrations and the printed word together.
Flip Chart
STUDY GUIDE

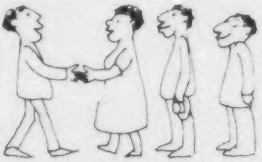



| ITEM | FUNCTIONS |
|---|---|
| radio | a) to act as an alarm clock to bring RLG members together at the broadcast time.<br>b) to make the introduction to the subject matter lively, interesting, and familiar, normally through a mixture of narration and drama<br>c) to sum up, through narration, the message of each individual programme<br>d) to answer questions sent in by RLGs<br>e) to publicise the campaign and encourage people to participate |
| study guide unit (one unit for each radio programme) | a) to repeat the message of the programme in prose form<br>b) to provide a short body of written material (400–500 words a unit) to be read aloud, normally by the leader<br>c) to provide a copy of the discussion questions for each member<br>d) to provide something for each member to take away and read (or have read to him) between meetings and after the campaign – a reference book and symbol of membership of a massive study programme. |
| flipchart | a) to reinforce aspects of the message contained in the radio programme and study guide unit<br>b) to illustrate the theme of the meeting through 3 or 4 large photos, maps or drawings for each unit<br>c) to help provide a focus for discussion<br>d) to show aspects of the campaign subject that people may have heard about but have never actually seen. |
| report forms (one form for each unit) | a) to provide questions for the RLG to discuss<br>a) to be the consultation instrument by which RLGs communicate with Government<br>c) to provide information on attendance, reception, broadcast choice, duration of meeting, etc. – indicators of the campaign's success or failure<br>d) to provide an opportunity for RLGs to ask questions of Government. |
| envelopes (pre-addressed and franked) | a) to send the report forms to the campaign organisers<br>b) to send letters and the register of members to the Campaign organisers. |

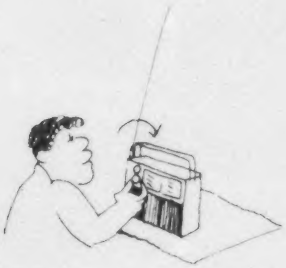
What happens at a typical RLG meeting. The person in charge is the Group Leader and these are the steps carried out at each meeting.



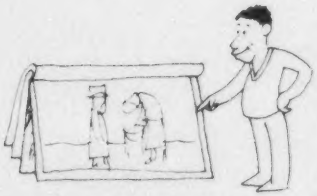
1. prepare the meeting place and study materials



2. welcome the members



3. turn on the radio



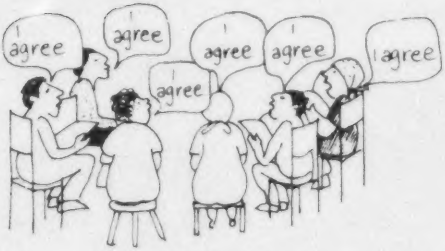
4. refer to the flipchart pictures

5. turn off the radio

6. read the study guide

7. discuss each question

8. fill in the report form




9. agree on individual or collective action

10. close the meeting

**The materials must fit together**

All the parts of the package must fit together.
This means that for each unit
a) the radio, flip chart and study guide share a consistent message
b) there are references in one part of the package to other parts

for instance, the radio narration may include sentences such as

- turn to illustration 9A which shows .....
- in the study guide you will read .....
- one question we ask you to discuss is .....

It does NOT mean each part has to repeat exactly what the others have said nor that the content is divided between them.

There are arguments among professionals about which part of the package is the most important. We are unsure about this ourselves, even after taking part in two major Campaigns.

Each part is important and that is what should be remembered.

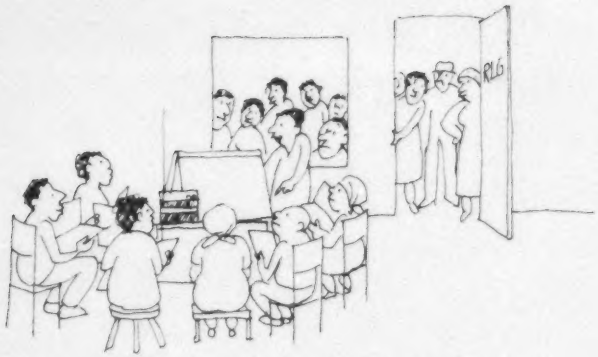
Each part has its own limitations – eg.

a) the flipchart illustrations cannot put across the information that the radio can handle very well
b) the radio cannot be referred to, once the programme and its repeats are over
c) the study guide cannot dramatise the message in the same way that the radio programme can.

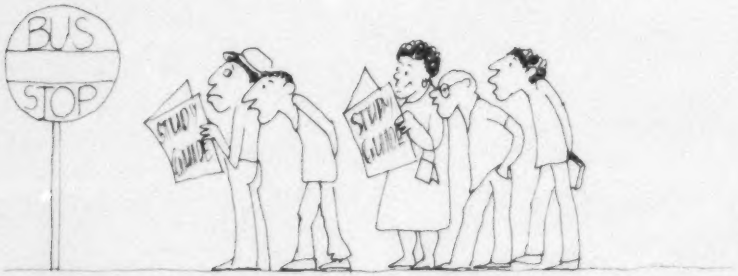
Each of the parts of the package must fit the others. And we must remember that we are attempting to produce a package and that no one part of the materials can adequately put across the Campaign message by itself.

**The materials must stand on their own**

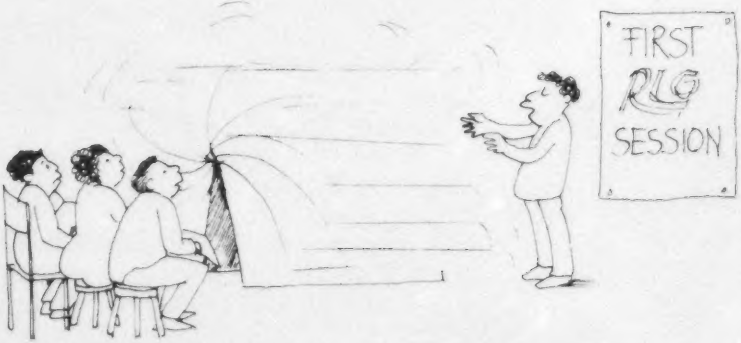
Having said that the materials must be designed as part of a package, we're now going to contradict ourselves. That is to say that the radio programmes, flip chart illustrations and study guide units need to be understandable on their own as well as when used as part of the package. This is because all of these will be used individually, without support from the others. Our experience shows that




a) The radio programmes will have a large non-RLG audience.




b) The study guide will be read outside RLG meetings both by members and non-members.




c) The flipchart illustrations will be looked at outside the meetings. RLGs have been observed looking through all the pictures at the first meeting.



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Radio programmes, study guide, and flip charts should therefore be pre-tested on their own as well as together. Report Forms appear to be used only in RLG study meetings together with the rest of the package. They must be pre-tested with the the rest of the materials. We suggest this is best done in the pilot.

## 2. Who writes the materials?

The materials have to be produced and in this section we would like to discuss who can best do this.

In the campaign organisation diagram (page 36) we have said that there should be a Materials Production Team, responsible to the Campaign Co-ordinator.

> In the TGLP Campaign a team of 4 people produced the teaching materials for the Campaign.

However there are two other options. Teaching materials can be written by an individual – as in the NDP Campaign.

They can also be written in a workshop. This brings together a number of people who work intensively for short periods to produce the basics of the materials which are then edited and put together after the workshop.

There is no mystery involved in writing RLG campaign materials. We feel that successful completion of this work does **not** depend on there being exceptional writing skill and experience among the Teaching Materials Group members. Writing the materials, like the rest of the campaign organization, can be done by reasonably educated people who are prepared to think hard about what they are doing and who care about the task. If team members are initially inexperienced, they have to begin somewhere. They will be helped in these tasks if they follow the sorts of guidelines and procedures outlined in this manual, including pre-testing and subsequent modification of their work.



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## 3. The process of writing materials

We suggest the following process of writing the teaching materials. Under each step we give an example of what might be involved in writing the materials for the Clean Campaign.

**Remind yourself of the overall aims of the campaign**

The overall aim of the Clean Campaign is to improve the environmental hygiene of the nation.

**Break this down into specific objectives**

Specifically, this means encouraging
- the use of safe water
- latrines
- hygienic disposal of rubbish
- clean handling of food

**Allocate these objectives among the units**

You might divide the objectives in this way

| | |
|---|---|
| unit 1 | introduction and overview |
| units 2–3 | safe water |
| units 4–5 | latrines |
| units 6–7 | rubbish disposal |
| units 8–9 | food handling |
| unit 10 | review of the campaign and guidelines for action |



50 LC

**For each study unit decide on the learning objectives and the behavioural objectives**

eg. For the hygienic disposal of rubbish we want our audience

a) to **learn** that rubbish is unhealthy and dangerous
b) to change their **behaviour** so that they start and continue to use a safe and effective system of rubbish desposal.

**Frame discussion questions that will encourage RLGs to discuss**

a) what they have learned
b) the problems they face in their area
c) what action they will take.

Such questions would be

Q1 What is wrong with leaving rubbish around?
Q2 In what ways is rubbish seen as being a problem in your village?
Q3 If it is a problem, what can you do to clear up the rubbish?
Q4 What can you, your neighbours and leaders do to stop rubbish accumulating in the future?

**Write the study guide unit to provide the necessary information and ideas for the RLGs to discuss these questions**

This part of the study guide might include

a) a description of rubbish
b) a description of the health hazards from rubbish
   - it breeds germs
   - it attracts flies who carry the germs
   - it is dangerous to children
c) a description of some methods of disposing of rubbish – both communally and individually
d) some people with whom to discuss the hazards of rubbish and what to do about it
e) how to get help in developing a rubbish disposal system

At the end of this chapter is given a first draft of what a study guide unit on rubbish might look like.

**Decide what three or four ideas you want to reinforce using the flip chart**

Search for suitable photographs or commission a photographer or illustrator to produce them.

For example you may decide that for this unit you need pictures showing
a) rubbish scattered over a village
b) children playing in rubbish
c) a communal rubbish pit and collection system
d) an individual family's rubbish pit.

**Decide what the major points of the radio drama will be**

Brief the actors on these and discuss with them how to dramatise these points.

The drama could have these incidents
a) a screaming child who has cut her hand on a rusty can
b) her mother takes her to the health post
c) the health educator dresses the cut hand
d) the number of children hurt this way and the other health hazards of rubbish
e) the mother and health educator discuss what can be done about the problem and go off to see their village leaders as a first step.

**Write the narration to follow the drama**

This could
a) review the main points of the drama
b) discuss the health hazards of rubbish with a doctor
c) suggest things that can be done to deal with rubbish
d) suggest that RLGs take action on cleaning up the village.

**Write the rest of the radio programme**
a) the introduction to the programme
b) the review of previous programmes
c) the introduction to the drama
d) the description of the flip chart
e) the "signing off" with a brief reminder to the RLG leaders of what they should do next.

**Record the radio programme** – if you don't know how to do this, there are good broadcasters everywhere. Ask for their help.

**Design the report form**

An example of report forms that we have used can be found in Appendix 3.

## 4. Guidelines on the production of materials

To close this section we list some guidelines that we think you will find useful when preparing and thinking about the different materials.

### 8.1 **Radio Programmes**

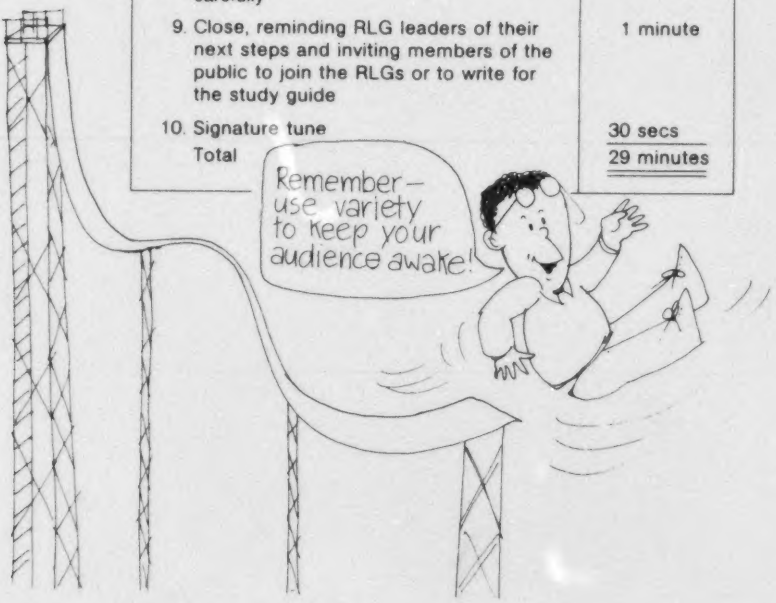
We talk of **radio** learning groups, not flipchart or study guide learning groups. We have called it a **radio** learning group campaign for three reasons:

a) Radio is the only available means for getting through to very large numbers of people at the same time – RLG Campaigns aim to do just that.
b) There are not enough teachers to go around so the "teacher" is in the radio studio and can "teach" thousands and (in Tanzania's case) even millions of people.
c) In many new countries the rate of literacy is still very low. So it is difficult for many of the RLG members actively to take part in, for instance, reading the study guide. But with radio putting out a message that all listeners can hear, all can take part in the Campaign.

The radio is of course **part** of the package and should link up with the flipcharts, as these provide pictures for the group to look at while they listen. The radio also provides the setting for the reading of the study guide, by raising issues from it (rather than providing the answers). We believe that a radio magazine with several different parts (music, narration, drama, interview, etc.) is probably the most interesting and lively way to present the radio programme.

An example of the radio format used in the TGLP Campaign is given below.

| Programme Item | Approximate Time |
|---|---|
| 1. Signature tune – something lively and distinctive | 30 secs |
| 2. An introduction – the title and programme number | |
| 3. A question and answer section – with the narrator reading out questions taken from the report forms, identifying the RLG who had asked them and another narrator or official or Minister answering the question | 10 minutes |
| 4. Brief review of previous programmes | 1 minute |
| 5. Introduction to this programme's topic | 1 minute |
| 6. Drama | 10 minutes |
| 7. Summary of the drama | 2 minutes |
| 8. Introduction and explanation of flip chart photographs, leavings sufficient pauses for the RLG to look at them carefully | 3 minutes |
| 9. Close, reminding RLG leaders of their next steps and inviting members of the public to join the RLGs or to write for the study guide | 1 minute |
| 10. Signature tune | 30 secs |
| Total | 29 minutes |



When producing the radio programmes, the producer should remember the conditions in which the RLGs will be studying. For instance, radio reception may be poor. To help meet this problem we suggest the following guidelines:

a) Do not put too many different voices into one drama or discussion and ensure that the voices are all distinctly different.
b) Let your actors and narrators talk as slowly as possible while still sounding natural. If, for reasons of characterisation, one of your actors has to talk fast, then let him repeat his message or have others repeat it perhaps by asking him a question to clarify the message.
c) If possible use experienced radio actors who know how to speak clearly and will not interrupt each other.
d) Repeat the broadcasts to allow RLGs to select the time that is most convenient for their daily pattern of life and for their reception conditions.

In the TGLP campaign the most popular listening time for rural groups was late mid-week afternoon, after the working day and as reception began to improve with the sunset. Urban RLGs preferred the evening broadcasts as they work later in the day.

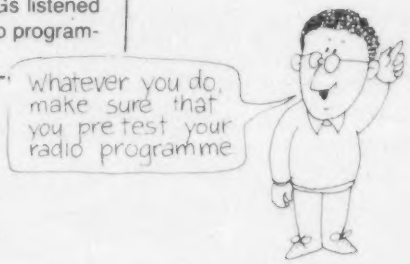
Other points to bear in mind are

e) Allocate sufficient resources to the production of the radio programmes. In our experience of producing RLG material packages there is a tendency to emphasise the written materials at the expense of the spoken. The printed Study Guide is seemingly more permanent than the radio programmes. However, we have little evidence that people use the Study Guide once the campaign meetings are over and although each radio programme lasts only for the duration of the broadcast, it can be repeated many times.

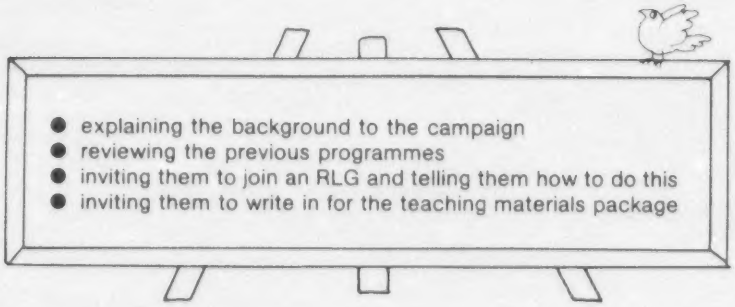
f) The radio programmes must be pre-tested. You can arrange this by establishing panels of

- professionals, to check the content of the broadcast
- a sample of your target audience, to explain what they find hard to comprehend (eg. too fast a pace, too many voices, difficult vocabulary) and what they like and dislike about it.

In the TGLP Campaign many RLGs listened to one or more repeats of the radio programmes.




g) Remember that the radio programmes will be heard by thousands of RLGs and usually an even larger, un-organised radio listening audience. You can cater for this latter group by



- explaining the background to the campaign
- reviewing the previous programmes
- inviting them to join an RLG and telling them how to do this
- inviting them to write in for the teaching materials package

**Study Guide**

A study guide as the name suggests, guides the RLG members through the topics of the campaign. It is not a text book nor is it a correspondence course. It contains

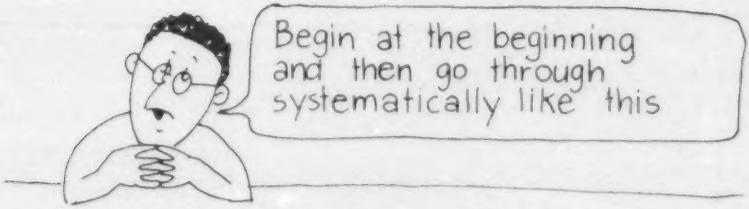
a) a short amount of written material (about 400–500 words per unit) that provides all the main points of information that each member needs if he is to be informed and able to participate in the RLG discussion
b) the discussion questions.

In writing the study guide you should bear in mind that many of your audience may have only limited literacy or be quite illiterate.

> 40% of the TGLP Campaign audience claimed that they could not read the study guide; however they attended as many meetings as those who were literate.

Remember also that the audience may not be used to participating in any organised learning situation and find it difficult to integrate what they have heard on the radio or read in the study guide with what they know from their own lives.

They may also have strong feelings and beliefs about the campaign subject which may have to be brought out into the open, challenged where necessary and discussed.




In writing the study guide we suggest the following guidelines

- divide it into units, one for every RLG meeting
- remember that the more detailed information you include, the less is likely to be remembered overall
- keep the sentences short, normally containing only one idea
- break up the page into short paragraphs so that the reader's eye sees variety and not a monotonous page of text only
- illustrate what you write by giving lively examples and using pictures and diagrams
- avoid technical jargon where possible, and where jargon has to be used then explain it carefully
- keep the chapter short, so that a typical RLG leader can read it in no more than 15–20 minutes
- use idioms, proverbs and expressions where appropriate to help the new ideas of the study guide link up with attitudes that are familiar
- use a medium or large print size (eg. 10 pitch)

RLGs may meet in the evenings in poor light. Make it as easy as possible for the RLGs to read the study guide by using a large print size.

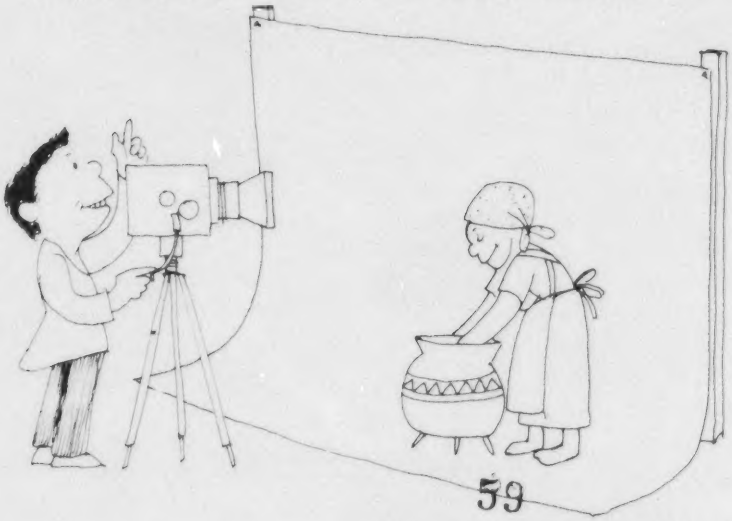
The final point is as always, to pre-test the Study Guide draft. You can do this by giving it to individuals who are typical of the target audience. Ask them to read it aloud. Note where they have difficulties and test their understanding of it. All this can be done simply and quickly and will yield useful results, if only to show you that you are on the right lines. The pilot provides another opportunity to pre-test the Study Guide.

**The flip chart**

The flip chart is used to illustrate 3 or 4 points of each RLG meeting. These are large (A 3) size photographs, drawings or maps mounted on a flip chart board. Towards the end of the RLG meeting they are introduced on the radio, with the narrator allowing some time for the RLG to look at them but not to discuss them.

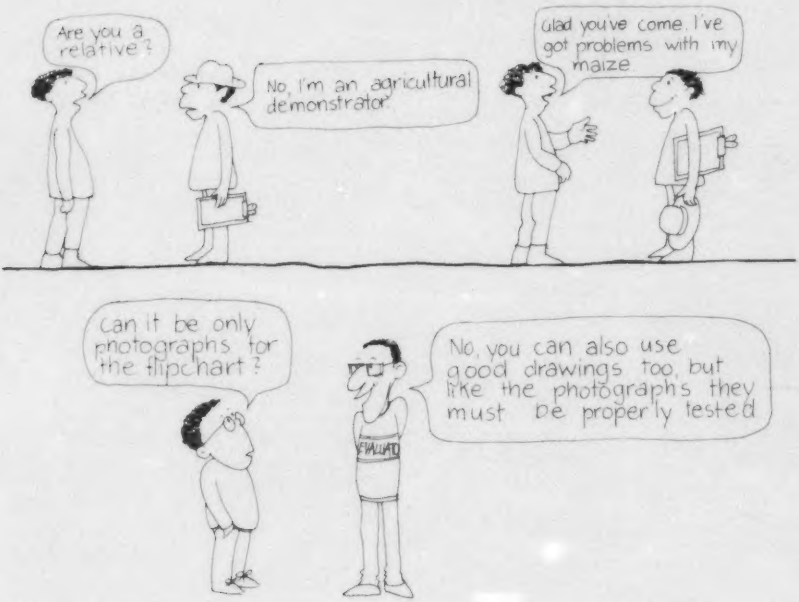
The Study Guide unit should also contain references to the flip charts. We suggest the following process for producing the flip chart:

a) list the messages of each chapter/unit
b) decide on what aspects of those messages can be illustrated and what the photographs should show
c) shoot the photographs in the following way –
   - use a 6 x 6 photograph size rather than 35 mm to obtain a sharper enlargement
   - shoot a number of photographs of each topic varying the exposure and the angle
   - shoot from eye level
   - attempt to produce "soft" low-contrast photographs (printing will tend to increase the contrast and make photographs darker)
   - shoot against a plain background (easier to remove than busy background)
   - remove any obvious distractions or sources of ambiguity



Finally, as always, the photographs must be pre-tested and modified. Pre-testing can again be a simple affair. We have found it sufficient to ask a number of our target audience to explain what they think is happening in each photograph. Misperceptions and uncertainties are quickly identified. If you can then discover why it is a problem then either modify the photograph, use an alternative or re-shoot it. If the photographer will not become upset or defensive then we think it is a good idea to bring him along so that he learns at first hand how his photographs are perceived.

> A photograph of an Agricultural field worker talking to a farmer at his house was seen as a relative because traditionally only a relative would keep his hat on when visiting. The photograph was remedied by removing the AD's hat.


Are you a relative?
No, I'm an agricultural demonstrator
Glad you've come. I've got problems with my maize
Can it be only photographs for the flipchart?
No, you can also use good drawings too, but like the photographs they must be properly tested

•Flies are carriers of diseases

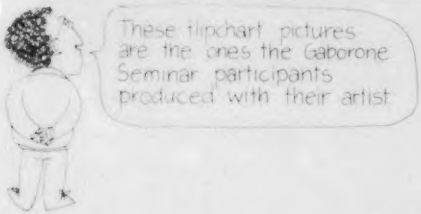
Will this water still be clean?

WHAT IS THE PROBLEM?

Destroy your rubbish
Flies breed on rubbish

Boil water, store it properly, it's safe

• Bury rubbish


These flipchart pictures are the ones the Gaborone Seminar participants produced with their artist

**Pretest the materials**

Ask members of the public, similar to your target audience, to use each item of teaching materials as it would be in the campaign – that is

- to read the study guide
- to listen to the radio programme (on a tape-recorder)
- to look at the flip chart photographs

Look out for problems they have in using them.
These might include eg.

- type-face too small
- difficult vocabulary
- difficulty in identifying different characters on the radio
- misunderstanding the illustrations
- narration too fast
- paragraphs too long
- ideas unclear
- yes/no question only – no discussion

**Have the materials professionally reviewed**

The Clean Campaign materials would be passed to the Ministry of Health for them to check that they fit with the Ministry's policy on rubbish disposal. In your country a similar professional review would be necessary.

**Modify the materials**

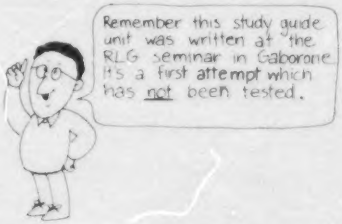
If the results of your pretesting show that change is needed, you must change the materials and try them out again.

**Use this materials in the pilot campaign**

In the pilot the materials will be used as a package with real RLGs. We suggest you pay particular attention to

a) the parts fitting together
b) the report forms (which can only be pre-tested with the rest of the package; they cannot be pre-tested on their own).

In this Chapter we have tried to show that there is no mystery about writing the teaching materials. To demonstrate this we give on the following page an example of a **first draft** of a unit of most of the package (without the radio programme) which was produced in an RLG campaign seminar in Gaborone. (They have not been tested and the flip chart pictures would be bigger) but they illustrate the sort of rough draft that can be produced by people who, for the most part, had never written teaching materials before.




# Clean Campaign Study Guide (First Draft)

**Unit 6**

## RUBBISH DISPOSAL

This unit is about refuse disposal. In this unit we will look at

- problems of poor refuse disposal
- what can be done to improve our environment through improved refuse disposal

### Some Common diseases

We all want to live in a healthy environment but in our country there are many common diseases such as

- diarrhoea
- dysentery
- bilharzia
- eye diseases

Many of our children are affected by these diseases and may die from them. Often these diseases are caused by our unclean environment. Refuse, such as waste food, beer cartons and food tins are the breeding ground for flies and rats.

Flies and rats carry diseases. They carry diseases from the rubbish to our food and bodies. This contaminated food, which we eat, gives us stomach disease, such as diarrhoea. Young children can die from diarrhoea. Therefore, the rubbish that we leave around our homes and in the streets of our village encourages flies and rats and the spreading of disease.

RUBBISH IS DANGEROUS.

**Dispose of Refuse**

To protect our health we should keep our environment clean. We should not leave rubbish lying around our homes but dispose of it so that flies and rats cannot breed on it.

We can dispose of our rubbish by burning it. If we burn it the flies and rats cannot feed on the waste food. Alternatively we can bury the rubbish. A shallow pit dug some distance from the home can serve as a good rubbish dump. Each time rubbish is deposited there it should be covered with soil to prevent flies and rats breeding there.

In some of the large villages and towns like Mochudi, Francistown and Gaborone, there is a refuse disposal service. In most of the villages Councils are unable to provide an adequate service and refuse is left uncollected. Even in these villages and towns we can help to keep our homes healthy by burning and burying our rubbish.

Clean homes mean healthy homes. Keep your home clean and encourage your neighbours to do the same.

**SOME THINGS TO TALK ABOUT**

1. What is wrong with leaving rubbish around?
2. In what ways is rubbish seen as being a problem in your village?
3. If it is a problem what can you do to clear up the rubbish?
4. What can you and your neighbours do to stop rubbish accumulating in the future?

**SOME THINGS TO DO**

After this programme you can help to improve your health and cleanliness of your home by disposing of your rubbish. This you can do by

- burning things that will burn
- burying things that will not burn such as foodtins, bottles, etc.

# Field Work

## 1. WHAT IS FIELD WORK?

What is fieldwork?
RLG Campaigns require very good field organisation RLG's have to be formed and briefed, leaders selected and trained...
...and the RLG's supported with advice and encouragement throughout the Campaign period.

This is field work – often a thankless task but the vital underpinning of a successful Campaign.

Campaign field work would be carried out by

a) village-level extension workers (community development, agriculture, and health field workers)
b) other village-level civil servants involved in the Campaign (eg. head-teachers or clinic nurses)
c) local leaders (eg. Councillors and traditional leaders)
d) especially interested and competent individuals other than those in a–c.

They are supported by their district and town supervisors who in turn receive support and advice from Campaign headquarters.

This chapter describes how to set up and organise this field work system.

## ORGANISATION DIAGRAM

Rural Extension Co-ordinating Committee

Clean Committee

Campaign Coordinator

Working Teams:
1. Field Work and Training Team
2. Materials Production Team
3. Evaluation and Consultation Team
4. "Action" Team
5. Consultation Data Interpretation Team

District and Town Teams

Mobile Teams for Remote Areas

Village and Ward Teams

**RADIO LEARNING GROUPS**

## 2. ORGANISING FIELD WORK

The starting point is the need to decentralise. Campaign field work cannot be run from the centre.

> In the 1973 NDP Campaign in Botswana 1,500 RLGs were formed by fifteen highly motivated university students operating out of the centre. These teams of workers were successful in recruiting a large number of RLGs and this hard work challenged and excited the university students. But it did not provide the day-to-day advice and encouragement on the spot which RLGs need. Government extension workers who could have provided this local support were largely uninvolved in the Campaign field work.

So Campaigns need to be built around the existing system of extension work in your country. **Do not use a specialist cadre of field workers.** Here are our reasons for this advice.

a) Campaigns only occur from time to time and so they do not need a permanent cadre.
b) When they do occur they need a lot of field staff because of the scale of the Campaign. This can be managed by co-ordinating and integrating the work of existing cadres of field workers for a fairly short period of time.

Organisation is a very important dimension of NFE work in developing countries. Well-organised mass adult education work has happened in socialist states such as China, Cuba, and Tanzania where the national political party provides the organisation. In Botswana, a multi-party state, successful organisation has been carried out through the public service and local government.

This takes us back to another basic point that we discussed earlier. The extension agencies need to be committed from the beginning. It is not a matter of token support. They need to be sufficiently convinced about the Campaign's importance to volunteer their staff for Campaign field work. So the Campaign must be **actively** agreed by the extension agencies.

So you must

a) ensure that the Campaign message carries a high level of national priority which can be seen to have direct relevance to the extension agencies you want to involve; or

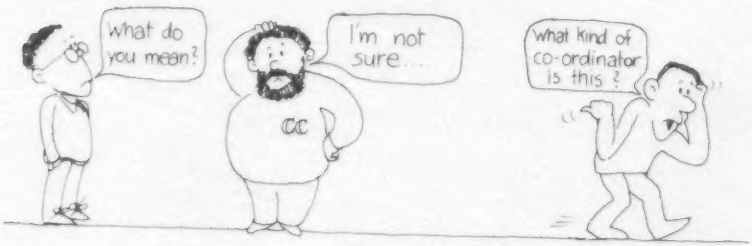
b) ensure that the Campaign message is of such importance that for the Campaign period strictly departmental purposes may, by agreement, be put aside in the interests of the Campaign.

> For example the TGLP Campaign (1976) which dealt with the linked subjects of cattle and grazing lands involved both health field workers and headteachers. In the proposed Clean Campaign which deals with environmental sanitation the agricultural extension workers will be asked to be part of the Campaign network.

c) develop a long-term national non-formal education plan in which each ministry concerned with rural development is asked to suggest the content for one or two Campaigns which would
   - deal with its own priority messages and
   - could be supported by the other Ministries.

The Campaign Co-ordinator must meet with each extension agency and discuss the role of their field workers in the Campaign. He must be **specific.** He must describe the job of the headquarters, district, and village-level staff and the time required. This will help the agency

a) to make a decision about their involvement in the Campaign
b) to see clearly what sort of commitment in man-hours and months of the year that they are assigning their staff.



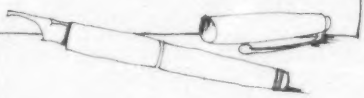

On pages 77, 87 and 90 a sample job description and timing is set out for each rank of staff – headquarters, district, and village-level worker. The Campaign Co-ordinator should use these sheets and the flow chart at the back of the Manual as the basis for his discussion with each extension agency.

Once each extension agency has agreed to commit its staff to this the Campaign Co-ordinator should ask the agency's headquarters to inform the headquarters, district and village staff about this decision. It is very important that staff at all levels know that their agency

a) is fully committed to the Campaign,
b) approves and requires their participation in specifically agreed tasks over the Campaign period, and
c) specifies what regular activity (if any) is to be temporarily shelved.

These agreements and commitments imply that the agency's headquarters

a) is now focussing on the special requirements of the Campaign which may mean that
b) a proportion of otherwise regular work does not get done during the Campaign period, and
c) that special arrangements are made as necessary relating to unusual requirements of transport, subsistence allowance for Campaign workers, etc.



## Now we turn to the coloured flow chart

Please unfold the flow chart for field work and training which you will find at the back of the manual. From now on throughout this section we will ask you to refer to this flow chart as the field work and training tasks build up over the Campaign period. With that in mind, let us look at the tasks of the Field Work and Training Team.

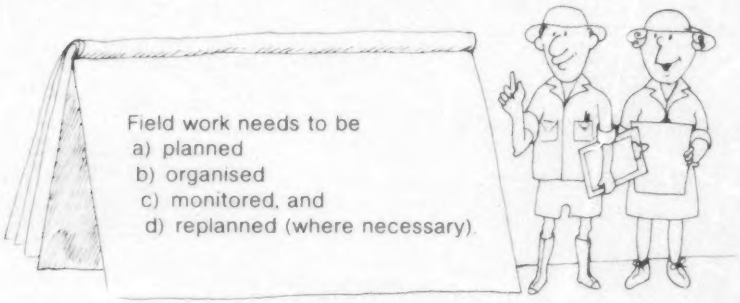
You will notice on the top horizontal band of the flowchart the months of the years between 1990 and 1991 – the total Campaign planning and execution period. The second horizontal band (coloured green) covers the tasks to be performed under field work and training. The third band (coloured red) relates to the total tasks of the Field Work and Training Team which you'll see starts in February 1990. The fourth band (coloured blue), concerning the work of the District and Town Teams, shows their work beginning with the district team workshop in September 1990 and finishing in September 1991. The fifth band (coloured yellow) covers the tasks of the village and ward teams beginning in November 1990 and completed for the purposes of the Campaign in September 1991.

This flowchart is a realistic one for the proposed Clean Committee in Botswana's situation. In your own country there may be administrative or other contraints which will require working out an amended flowchart. Please feel free to make use of this and other flowcharts in the manual in any way you choose.

BEWARE! The period of work set out on this flowchart is a reasonable **minimum** period. Avoid at all costs attempting to carry out this work in less time. In some situations, for instance in countries with a much larger population, a much longer period of preparation may be required. BE REALISTIC!

## 3. FIELD WORK AND TRAINING TEAM

For this section refer the red band of the flowchart at the back of the manual.



In addition materials need to be produced to guide field staff. If it is to be a national Campaign there must be a working team responsible for field work and training at the national level. The team to take this task on should have representatives from the extension and other relevant agencies. Since the organisation of field work is so closely linked with training (of district and village-level staff and RLG leaders), both of these functions should be handled by one body – the Field Work and Training Team.

This team should be chaired by the Campaign Co-ordinator and made up of senior representatives from each major agency involved in the Campaign. For the Clean Campaign these will be –

MINISTRY OF LOCAL GOVERMENT
MINISTRY OF HEALTH
MINISTRY OF AGRICUCTURE
MINISTRY OF EDUCATION (ADULT EDUCATION UNIT)
EXTRA MURAL DEPARTMENT OF THE UNIVERSITY

Since this is a working group and not just another committee, team members must be people who have the experience which will allow them to give practical assistance to the team's tasks. The work will take up a significant amount of their available work time and their agencies will have to make appropriate adjustments to accommodate their involvement on the working team.

**Planning**

Their first job is to make a plan for the Campaign's field work and training tasks. Their starting point will be the Campaign Co-ordinator's preliminary plan – the initial rough document (page 25) which needs to be refined to make it truly efficient and operational. This means specifying tasks to be carried out by each category of worker (in the organisation) and the period during which these tasks should be done. (see pages 77, 87, 90.)

Successful field organisation requires that **clear** and **realistic** tasks are assigned to each member of the organisation. Each person needs to know precisely what he is expected to do and he must be capable of doing it. Since a large number of people (with varying experience,



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stamina and motivation) will be expected to carry out the same set of tasks, the tasks themselves must be kept simple. There should not be too many of them. This can be managed by deciding what a rather ordinary, unexceptional staff member could be expected to achieve as a work target and defining that as the standard job expectation.

In the NDP Campaign (1973) a small number of quite exceptional field workers were used – university students – and they performed exceptionally well. In the TGLP Campaign (1976) the nation's field workers (over 800 in number) were engaged. They were expected to perform a relatively modest number of tasks whitch they in turn accomplished very well. It worked because the tasks were

a) clearly specified,
b) realistic,
c) relatively simple, and
d) kept few in number.

If you turn over the page you can take a look at one of these job descriptions. It deals with the task of the Field Work and Training Team and we hope that you will agree that the tasks are clear and realistic. It also estimates the amount of working time for each task – necessary information for both overall Campaign planning and for each agency that will need to know how much of its staff members' time will be taken up by the Campaign.

**MEMBER OF FIELD WORK AND TRAINING TEAM – NATIONAL LEVEL STAFF (JOB DESCRIPTION AND TIMING)**

| TASK | PERIOD | WORKING DAYS |
|---|---|---|
| 1. Attend Training Seminar | February 1990 | 10 |
| 2. Produce plan for Pilot Campaign | March 1990 | 5 |
| 3. Monitor preparations for and running of Pilot Campaign | April–July 1990 | 5 |
| 4. Produce plan for National Campaign | August 1990 | 5 |
| 5. Plan and run pilot workshop for district teams | Sept. 1990 | 5 |
| 6. Plan and run pilot workshop for village teams and service/support/ monitor training courses for village teams | Oct.–Dec. 1990 | 10 |
| 7. Monitor field work | Jan.–March 1991 | 4 |
| 8. Plan and run pilot courses for RLG leaders and service/support district courses for RLG leaders | April–May 1991 | 10 |
| 9. Monitor pre-Campaign and Campaign field work | May–Aug. 1991 | 3 |
| 10. Write report on Campaign field work | October 1991 | 3 |
| | | 60 |

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**Recruitment Targets**

One aspect of defining clear tasks is to **quantify** what needs to be done. Field workers need to know how many group leaders they are expected to recruit in a given period of time. Targets must be given to each field worker.

In the TGLP Campaign (1976) this was worked out by a mixture of hunch and maths (HUM).

In the first national Campaign in Botswana (the NDP Campaign of 1973) a highly motivated group of fifteen university students had recruited 1,500 RLG leaders.

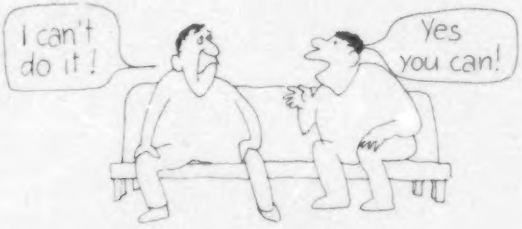
In planning the TGLP Campaign it was suggested that the NDP target could be tripled and penetration of the Campaign made deeper accordingly by deploying all government's extension workers and by giving them the following quotas:

| | |
|---|---|
| 270 agricultural and community development workers @ ten RLGs each | = 2,700 RLGs |
| 350 primary school headteachers @ four RLGs each | = 1,400 RLGs |
| 200 health educators @ two RLGs each | = 400 RLGs |
| | 4,500 RLGs |

The targets for each category of field worker were proposed as what seemed manageable. In fact 3,500 RLGs were recruited through this method, which fell short of our target. Even so this was a very large number of RLGs for a country with Botswana's population. And in addition the experience allows us to be more realistic, area by area, about the numbers of RLGs that **might** operate. Hunch and maths (HUM) has been replaced by detailed knowledge (arising out of practical experience) of what is possible. As a result of this knowledge we could probably increase the number of RLGs very considerably. But, please remember you have to start your campaign experience somewhere – hunch and maths (HUM) is as good a way to start as any other.

These targets not only provide a clear objective for extension workers but they also help in "managing" or "controlling" the large numbers of people involved. By setting quotas for each district and village one can predict and therefore plan for a specific number of RLG leaders to be trained from each area. Without this controlled system of RLG leader recruitment one might have massive and unmanageable arrivals at the RLG leader training centre one weekend and very few the next.

For the purposes of the Clean Campaign we are stating that the recruitment target will be twice that of the TGLP Campaign size – 7,000 RLGs covering about one third of the adult population of Botswana.



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This will be achieved by:

a) contacting those who worked as RLG leaders during the NDP and TGLP Campaigns,
b) enhanced knowledge of recruitment strategies and techniques,
c) deploying new categories of field workers (eg. Councillors, other civil servants), and
d) taking advantage of the increased capacity (gained through experience) of district and village-level staff.

The TGLP Campaign has shown that with a clear training design and adequate briefing, district teams can manage these courses on their own. This means that increased numbers of RLG leaders can be both recruited and trained.

Adult Education in the 3rd World and elsewhere has often suffered from being the private field of operation of very small numbers of professional adult educators. Our campaign experience shows that regular civil servants properly briefed make excellent trainers and enjoy the work; and that relatively unschooled citizens properly trained make excellent RLG leaders and enjoy doing that job. Everybody says that adult education should go to the people – one way is to make use of people who have no special professional training and give them straightforward, simple tasks. It works!

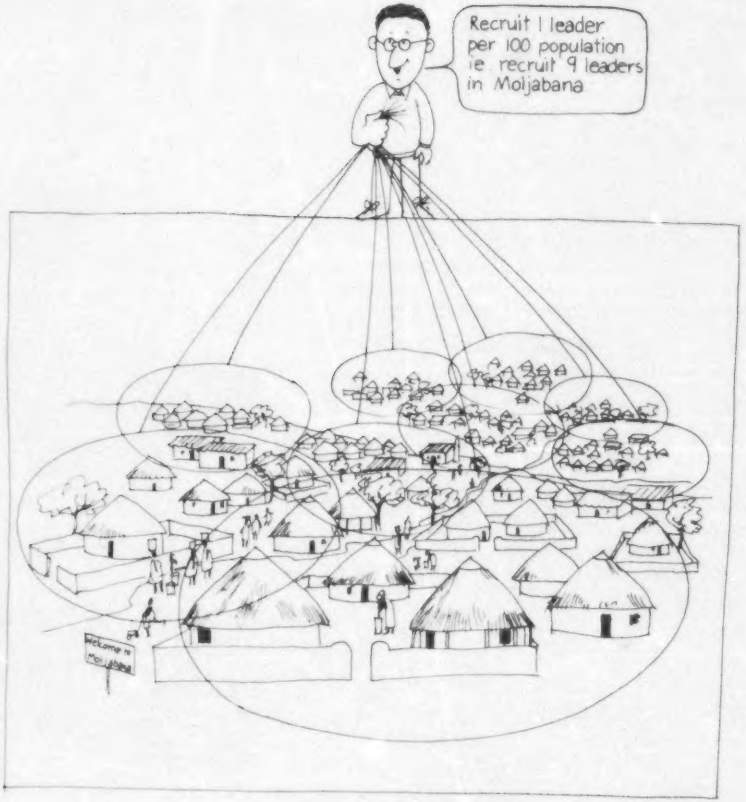
If 7,000 is the national target how can individual or area targets be determined? These individual targets must take into account the increased teamwork and interdependence among extension workers at the village level.

This suggests the adoption of **village team targets** rather than targets for individual extension workers. Against this target each village team can assign various responsibilities to each of its members.

The following guidelines could be used in working out village team targets on a per capita proportional basis:

The total population of Botswana is about 700,000. 7,000 groups means 1 group per 100 population. In setting the leader recruitments target for an area

a) consult the estimated total population – eg. Moijabana village has 941 people
b) recruit 1 leader per 100 population ie. recruit 9 leaders in Moijabana.


Recruit 1 leader per 100 population ie recruit 9 leaders in Moljabana

**Materials Production for Field Work**

Here we want to make an important point. One of the Campaign teams is called the "Materials Production Team". Their task is to produce the "teaching" materials for the Campaign. They as a team have no other task, but considerable quantities of other materials do need to be produced for other purposes. For example the Evaluation and Consultation Team needs to produce materials for message evaluation and feedback.

The Field Work and Training Team must produce all the recruitment forms, training course materials, flipchart materials and publicity materials (including radio spots) that are needed by the District and Town Teams and Village and Ward Teams. Below is given an example of a comprehensive list of these materials. One of these materials – the RLG Leader Recruitment Form – is given on the next page.

**Field Work Materials**

A Materials for Training Field Workers
  Handbook – Overview of Campaign
  – List of Tasks
  – Notes for Publicity Talk
  – Recruitment Case Study
  – Questions/Answer Section
  (on common questions during recruitment work)
  Recruitment Planning Forms

B Publicity Materials
  Drama Script
  Flipchart Pictures for Publicity Talk
  Posters
  Leaflets

C Radio Spots

D Recruitment Forms
  Leader Recruitment
  Member Recruitment

E Visit Report Forms

**Lefatshe la Rona – Radio Learning Group Leader Recruitment Form**

When you recruit a radio learning group leader PRINT his or her name below and complete the other questions about the leader. AT THE END OF EVERY MONTH, send in this sheet with the names and details of all the leaders you have recruited that month. Keep a copy for your records. Return to Private Bag 56, Gaborone. The first 2 rows are examples of how to complete this form.

| 1. Your name | 2. Your position (eg AD) | 3. Your postal Address |
|---|---|---|
| | | |

| 4. Your village/ward of residence | 5. District | 6. Date sent to Gaborone |
|---|---|---|
| | | |

| 7. Name of group leader | 8. Sex (M/F) | 9. Age | 10. Village/Ward of residence | 11. date recruited | 12. highest education | 13. date left school | 14. Will this group be based on an existing organisation? If so, write in its name. If not, write in NO. | 15. Where will this leader form a group in June and July 1976? | 16. Does this group leader have a deputy leader/secretary | 17. Does this leader own cattle | 18. Can this leader read and write | 19. Does this leader own a working radio |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| G. PILANE | M | 52 | Ngware | 2/3 | Sta 5 | 1940 | NO | Ngware | yes | yes | yes | NO |
| C. MOLEFE (MISS) | F | 33 | Bogare Mochudi | 21/3 | form 2 | 1962 | BCW | Bogare Mochudi | NO | NO | yes | yes |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |



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**Organisation**

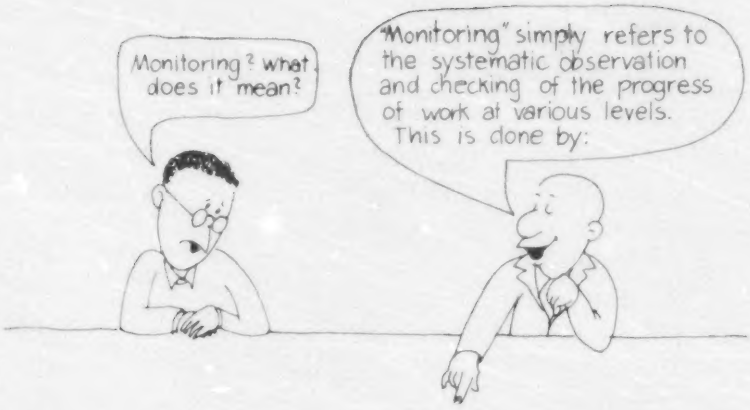
Once a field work plan has been produced, it needs to be implemented. Here the field work and training team's job is to train the district teams in implementing the plan. This can be done in the following sequence of courses:

- national workshop for district teams to review and discuss the overall field work plan;
- the initial course for village-level staff in which district team representatives learn how to train their own staff through similar courses;
- the initial training course for group leaders in which district team representatives learn how to manage similar courses in their own district.

This device of using the initial RLG leader training course as a training situation for district staff worked well in the TGLP Campaign. District staff learned all necessary aspects of running such a course (both programme and logistics) and returned home to use these skills in running similar courses within their own district.

We've run this course together for field workers. Now it's your job to run a similar course in each of your districts.
DISTRICT TEAM
FIELDWORK and TRAINING TEAM (NATIONAL)
FIELDWORK and TRAINING TEAM (NATIONAL)
FIELDWORK and TRAINING TEAM (NATIONAL)
TOWN TEAM
TOWN TEAM

**Monitoring**


Monitoring? what does it mean?
"Monitoring" simply refers to the systematic observation and checking of the progress of work at various levels. This is done by:

a) asking district teams to send copies of relevant correspondence to the Campaign Co-ordinator
b) seeing to it that district teams have certain fixed agenda items so that they regularly discuss matters that are of interest to the Campaign Co-ordinator
c) organising random visits to field areas during the various training courses and recruitment periods, and
d) taking note of comments that come informally to members of the field work and training group.

In both the NDP (1973) and TGLP (1976) Campaigns we found that monitoring was necessary and not particularly demanding on anyone – yet it proved to be genuinely useful. We recommend that in organising Campaigns in your country you set up a simple system of monitoring along the lines described above. Recruitment in each district can be monitored through district progress reports which, taken together, can build up a national picture. The Field Work and Training Team needs to give the District Teams guidelines and forms for this purpose.

## 4. DISTRICT AND TOWN TEAMS

For this section refer to the blue band of the flowchart. The management of the Campaign in each district and town will be headed by a working group or "team" made up of the district (or town) heads of each major agency involved in the Campaign.

For the Clean Campaign these will be –

District Planner
District Agricultural Officer
District Community Development Officer
District Medical Officer
District Education Officer

Each team will elect its own chair-person and secretary who will organise team meetings against a strict calendar. They will also be responsible for communicating with the Campaign headquarters. As a "working group" it is not just a decision-making body; each member of the group will have a job to do apart from attending meetings.

These teams must be
a) involved from the beginning of the Campaign
b) given clear instruction on their tasks and how to manage them
c) given resources to carry out their job (finance, transport, field staff, materials, etc.)
d) supported with advice and encouragement.

Their main job is described in detail on the following page. It can be summarised as
a) organising a specified number of RLGs through
   i. training and supervising extension workers for their recruitment work,
   ii. organising mobile recruitment in remote areas;
b) organising RLG leader training courses;
c) organising field support during the Campaign.

**DISTRICT OR TOWN STAFF: MEMBER OF DISTRICT OR TOWN TEAM (JOB DESCRIPTION AND TIMING)**

| TASK | PERIOD | WORKING DAYS |
|---|---|---|
| 1. participate in district team workshop | September 1990 | 5 |
| 2. participate in district team meetings (planning, co-ordination, monitoring) | October 1990–December 1991 | 15 |
| 3. train extension workers (plan and run course for all village-level field workers) | October–December 1990 | 10 |
| 4. monitor progress on RLG leader recruitment at monthly field worker debriefing meetings and send progress reports to Campaign headquarters | January–April 1991 | 5 |
| 5. organise mobile recruitment programme to remote areas not covered by extension workers | January–April 1991 | 7 |
| 6. train and equip RLG leaders (plan and run training course during which Campaign materials are distributed) | May 1991 | 8 |
| 7. brief field workers on RLG support work | June–August 1991 | 3 |
| 8. "trouble-shooting" during Campaign (eg. radio replacement, dealing with disputes, etc.) | July–August 1991 | 5 |
| 9. write report on Campaign field work | September 1991 | 2 |
| | | 60 |

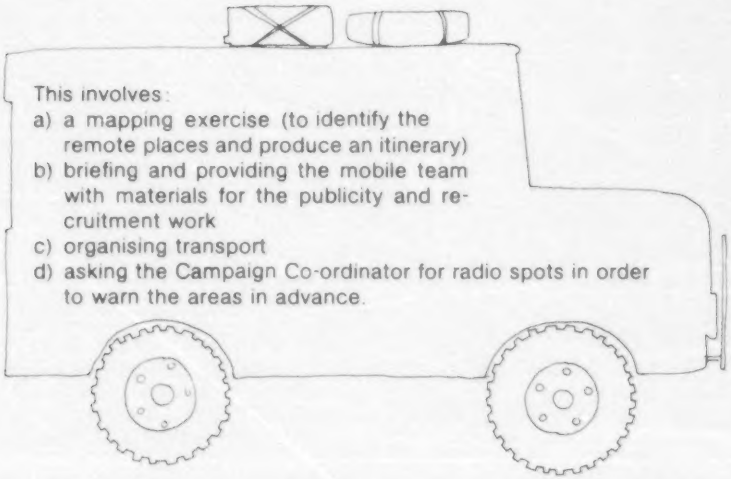
No particular comment has been made on this subject in the text. In our experience the need for "trouble-shooting" is fairly small. However, some sort of contingency should be built in to handle situations where things go wrong. People in RLGs, like people anywhere else, are perfectly capable of sorting out most ordinary problems.

To carry out the tasks in the district team job description a number of "second order" tasks need to be assigned to various members of the district (or town) team:

a) organising the district (town) team meetings
b) communicating with headquarters
c) planning the district-level operation
d) co-ordination of transport for RLG leader recruitment and training
e) disbursing and accounting for project monies
f) providing the administration (invitations, accomodation, food, transport, Campaign material issue) needed for the RLG leader training courses and the field workers briefing course
g) supervising and debriefing field workers.

Two procedures need to be arranged to review the recruitment work. Each village team should meet once a month, report on its recruitment work, and discuss any problems. Then village team representatives (agricultural extension and community development workers) should be debriefed at the monthly district-level meeting. This will provide the main opportunity for district staff to monitor progress in recruit work.

One additional task needs to be carried out – arranging a mobile team to recruit RLG leaders in remote areas where there are no extension workers.



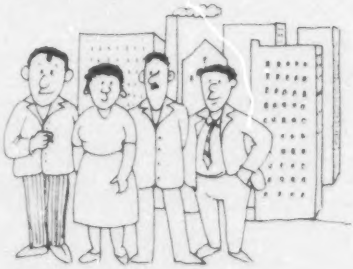
This involves:
a) a mapping exercise (to identify the remote places and produce an itinerary)
b) briefing and providing the mobile team with materials for the publicity and recruitment work
c) organising transport
d) asking the Campaign Co-ordinator for radio spots in order to warn the areas in advance.

## 5. VILLAGE AND WARD TEAMS

### Team members

For this section refer to the yellow band of the flowchart. The front-line fieldwork will be carried out by village teams in rural areas and ward teams in urban areas. The village team will be made up of:

the Agricultural Extension worker
the Community Development worker
the Health Extension worker
the Primary School Headteacher



The ward team will be made up of urban field workers (Community Development and Health Workers), Primary School Headteachers and Town Councillors.

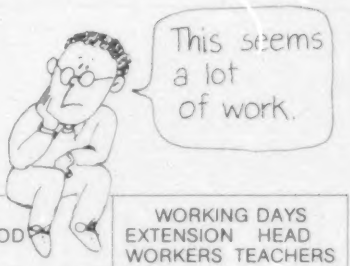
A major constraint on effective non-formal education work in the Third World is the co-ordination of the work at all levels of non-formal education agencies. The TGLP Campaign (1976) showed that for specific tasks where everyone involved is well briefed and knows precisely what to do, co-ordination and co-operation works.

The job of each team member, in general terms, is

a) to organise general publicity on the campaign within the village and brief village traditional leaders, Councillors, and other leaders
b) to recruit and brief RLG leaders
c) to help RLG leaders in the formation and briefing of radio learning groups
d) to advise and encourage RLGs during the campaign.

This job is set out in detail below.

The village team must operate **as a team.** They will be trained as a team and should meet regularly to plan and review the work done against the targets and completion dates. The village team must assign to each member a part of the geographic area in which the team has to meet its recruitment target. This task is of critical importance to the whole Campaign since the team is recruiting the individuals who are to lead the RLGs. The whole nation must be properly covered in a truly national Campaign.




**MEMBER OF VILLAGE OR WARD TEAM**
**(JOB DESCRIPTION AND TIMING)**

| TASK | PERIOD | WORKING DAYS EXTENSION WORKERS | WORKING DAYS HEAD TEACHERS |
|---|---|---|---|
| 1. participate in training course for extension workers | December 1990 | 5 | 5 |
| 2. participate in village team meetings (planning and co-ordination) | January–December 1991 | 10 | 10 |
| 3. organise general publicity on the Campaign (talks to village meetings, Farmers Associations, voluntary organisations, etc.) | January–February 1991 | 3 | 3 |
| 4. recruit and brief RLG leaders | January–April 1991 | 10 | 6 |
| 5. act as RLG leader trainer | May 1991 | 5 | – |
| 6. help RLG leaders in the formation and briefing of RLGs | May–June 1991 | 10 | 6 |
| 7. provide advice and encouragement for RLGs during the Campaign | July–August 1991 | 10 | – |
| 8. debrief RLGs and RLG leaders at end of Campaign | September 1991 | 7 | – |
| | | 60 | 30 |

During the TGLP Campaign village teams were given clear guidelines on dividing up their areas of responsibility.

a) The headteachers, who are normally tied to their schools, were assigned the "catchment area" surrounding the school.

b) Health Extension workers were asked to recruit RLG leaders at the clinic among out-patients.

c) Community Development workers were assigned recruitment work in parts of the village away from the school and clinic.

d) Agricultural Extension workers, who normally service the areas outside the village, were asked to concentrate on these remote places.

**Recruitment Work**

How is recruitment work actually carried out? The following points should be used to guide the village and ward teams in conducting their recruitment work:

The hunch and maths (HUM) method of recruitment employed in the TGLP Campaign (1976) was effective given that we could not predict how **any** method of recruitment would work before trying it out – there are very few precedents anywhere. Coverage was widespread but even within the areas covered by the extension workers, pockets of citizens were missed who might have been recruited if more attention had been paid to these areas. In areas not covered by extension workers, citizens who were involved in the Campaign became involved on their own initiative entirely since no special arrangement was made for recruitment in those areas. The people missed were the remote rural poor who of all citizens should not have been missed. Mobile recruitment teams will deal with this problem in future Campaigns.

The TGLP Campaign also missed large numbers of migrant labourers. This could be a problem in other places. Special arrangements need to be made to involve migrant labourers.

**Planning Recruitment**

a) Work out the recruitment target for the village and ward team. Then decide on how many RLG leaders must be recruited in the different parts of the recruitment areas and assign a target number of leaders to each member of the team.

b) Arrange a schedule of public meetings for explaining the Campaign and assign the tasks required for each of these meetings to various team members (publicity, talk, answering questions, distribution of hand-outs)

c) Draw up and refer to a list of previous RLG leaders.

**Carrying Out Recruitment Work**

1. Conduct a series of meetings with the following individuals and organisations:

a) village leaders (traditional leaders and others such as Councillors, village development committee members)

b) the whole village at a public meeting

c) school-based groups (teachers, students, Parent/Teachers Association)

d) church groups and other organisations (Co-operatives, women's and youth groups)
e) other individuals (eg. RLG leaders from previous Campaigns)

2. At each meeting carry out the following jobs:
a) Give the "Campaign Talk" (using a centrally prepared flipchart containing essential information about the RLG Campaign and how listeners can be involved in it).
b) Answer questions about the Campaign.
c) Encourage people at the meeting to form RLGs and select RLG leaders.
d) Hand out information leaflets which summarise the Campaign talk, allowing them to use it to persuade people not at the meeting to become involved.

3. Arrange other forms of publicity in order to explain the Campaign to people who miss the organised meetings:
a) Talk to individuals and small informal groups.
b) Put up posters and place information leaflets in the school, health post, village meeting place, post office, stores, churches, etc.
c) Arrange for school children to deliver information leaflets to their parents.
d) Make special arrangements for people living outside the areas covered by the village team.

4. Arrange for RLG leaders to be recruited. Explain to each RLG leader
a) the leadership tasks
b) how an assistant leader can be selected
c) how more members could be recruited
d) the dates, place, and transport arrangements to the RLG leader training course.

5. Make follow-up visits to support and encourage the RLG leader before and after the RLG leader training course.

Four additional points regarding recruitment work that we have found to be important are –

1. Get traditional leaders and local politicians "on board". They have a lot of influence in the village. If they have not been properly consulted, they cannot help.

We want to organise RLG's in this village. Could you help us in approaching the people?
Yes, I'm willing to help. I'm happy you've come to see me first.

2. No one should be restricted from group membership. Anyone can join – old or young, rich or poor, literate or illiterate, government supporter or opponent.

3. In some of the more remote areas people may be too scattered to form a group. In this situation field workers should encourage people to listen individually or form unusually small RLGs.
4. In areas where there is no literate person an RLG should still be formed and encouraged to listen to the broadcasts. When the field worker visits the RLG, he can note major points for feedback.

Throughout the Campaign, special records will need to be kept. Recruitment records are particularly important because they can show the organisers the extent to which field workers appear to be moving towards their recruitments targets. It also can give a picture of the group leaders recruited. On page 83 you will find a form which has been successfully used already in one of Botswana's Campaigns. Please make use of it any way you choose. Note that it is normally to be filled in by a member of the village team who is recruiting RLG leaders.

## 6. THE RLG LEADER

What sort of people do the field workers recruit?

Here are the criteria worked out for selecting RLG leaders in Botswana:

1. **Method of Selection**

RLG leaders may be selected in three different ways:

a) The group chooses from among its members someone who is respected and literate.
b) The field worker knows an able person within the group and suggests the group select him or her.
c) The field worker selects an able person in the community and asks him or her to recruit a group.

2. **RLG Leaders are Leaders, not Teachers**

An RLG leader is not a subject expert or a teacher. His or her job is to lead the RLG through a study meeting, performing the following tasks:

a) operating a radio

b) turning flipchart pictures

c) reading a study guide

d) leading a discussion

e) writing a report

In addition, in Campaigns with an "Action" aspect the RLG leader will be expected to motivate and lead his group in carrying out the required "action" projekt. In the Clean Campaign he or she will be given practical instructions in latrine construction techniques so he can lead and advise his RLG on this activity.

3. **The Group Leader's Qualifications**
The RLG leader must be
a) literate
b) acceptable to the group and
c) competent to do the job.

4. **Leadership Pair**
There are many leadership tasks. And so the RLG leader should select another person to help him for example with reading the study guide or turning the flipchart pictures. On returning from the training course the RLG leader should brief his assistant carefully – so that the assistant knows what he is expected to do. If the RLG leader should fall sick or need to be away, the assistant is in a good position to take over.

5. **Organising Ability**
Some ability at organising is useful. RLG leaders have about ten different pieces of equipment or materials to use. They also need to be able to lead the RLG through a series of steps.

6. **Clerical Skills**
We have already said that RLG leaders should be literate. They will find the training courses very difficult if they are absolutely illiterate. However, it is not vital for leaders to be able to read and write as well as, say, a primary school graduate. A leader who does not feel he can help the group well enough in reading the study guide or completing the report form should find another person (perhaps a literate school child) to carry out these tasks under his own direction.

7. **Voluntary Leadership**
RLG leadership must be considered as **voluntary** work, similar to serving as an executive officer of a voluntary organisation. RLG leadership does however carry with it added local respect and status.

## 7. TYPES OF RLGS

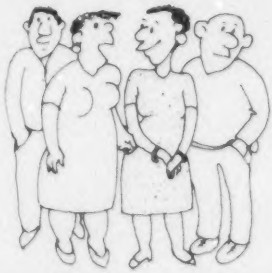
A radio learning group – for purposes of organisation – is a group of five to twenty people who agree to meet regularly over a short period under a trained group leader. It may be –

a family

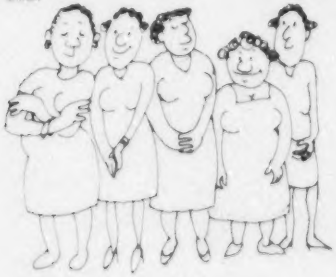
a group of students

a group of work mates

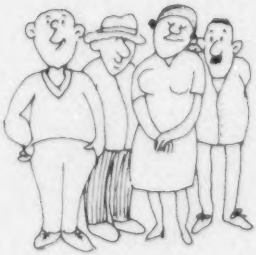
a group of neighbours



an existing organised group – eg. church or women's group, co-op, etc.

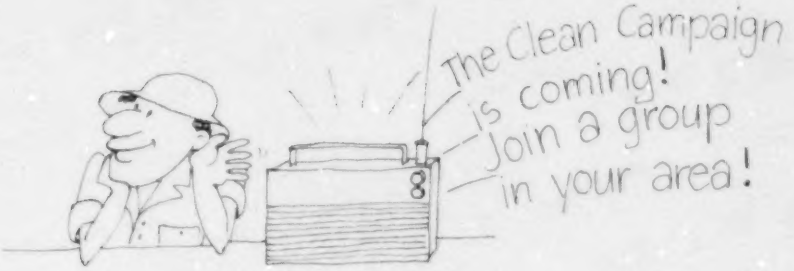


an open-ended "public" group (everyone in area comes to join)



## 8. OTHER FORMS OF FIELD WORK

1. **Radio Spots and Mass Mailing**
Radio spots - short 1-minute messages broadcast throughout the day - should also be used to support the field work. Radio spots can tell people about the Campaign, recruitment information and important dates (eg. RLG leader training course dates). Use special broadcast times for these radio spots.



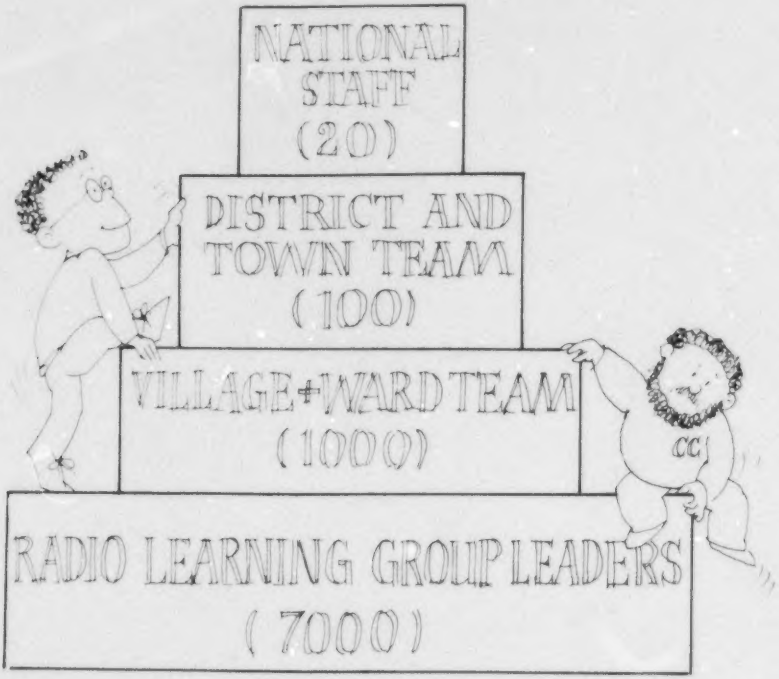

Once information has been received on RLG leaders recruited, set up a mass mailing system to mail out publicity (eg. Campaign newsletter) and invitations to RLG leaders. Deliver mail items to the post office already sorted by mailing area.

2. **National Organisations** (eg. YWCA, Co-operatives, churches, etc.) National organisations with branches spread across the country should also be approached to support the Campaign. They can contact their members directly, encouraging them to participate in the Campaign.

# Training

## 1. Introduction

All parts of the RLG Campaign have to work well. No part has any real value unless every other part works smoothly. 't is not easy to get tens of thousands of people working in close harmony all over the country. But it can be done if everybody involved knows what he has to do, agrees to do it, and can get the necessary training for his tasks.

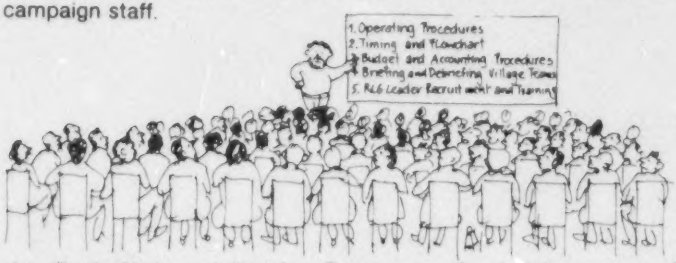



The Campaign Preliminary Plan shows the different levels at which training is needed in the Clean Campaign. This Chapter sets out how this massive training operation should be managed. This is done by each rank in the organisation training the personnel under them in the following way:

## 2. Staged Training

This "staged" system of training is designed to put responsibility for training in the right place. The right place is always closest to where the training takes place. So some training is done at central level, some at district or town level, and some at village or ward level. Once national-level campaign staff have been trained, the Field Work and Training Team are responsible for designing the essential programme for the district and town teams, the village and ward teams, and the RLG leaders. The **implementation** (and modification for local conditions) of each of these training programmes, however is the responsibility of the appropriate rank in the organisation –

a) the Campaign Co-ordinator arranges the training of national-level campaign staff.


1. Operating Procedures
2. Timing and Flowchart
3. Budget and Accounting Procedures
4. Briefing and Debriefing Village Teams
5. RLG Leader Recruitment and Training

b) the Field Work and Training Team runs the training course for District and Town Teams.

c) the District and Town Teams train the village, remote-rural and ward-level workers who in turn train the RLG leaders.



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**Control** is maintained at each stage through

a) a centrally prepared package designed by the Field Work and Training Team

b) a practical briefing on the use of the package in the form of an initial training course at each stage, led by the Field Work and Training Team and staffed by the District and Town Teams.

As a result of this system training happens at the right place. In addition the right people are enabled to carry out the training tasks. The system allows extension workers not normally involved in training to do the job. And this spreads the training capacity of the extension system far beyond its normal limits.

In the NDP Campaign (1973) in Botswana eight professional adult educators were effectively in charge, taking the major initiatives. The output of this small group was prodigious and in the short run their accomplishments were remarkable. The long run demonstrated, however, an operational gap between, for example, RLG leaders in the field and Government. Regular government staff were almost totally uninvolved in the operation. So they were unable to continue the work begun in the campaign.

In the TGLP Campaign (1976) the use of regular government staff made it possible to increase national coverage considerably. It also demonstrated that a great deal of NFE work can be carried out effectively by people with no particular expertise in non-formal education. Another benefit is that similar NFE work can now be carried out by these government workers. Continuity is possible.

## 3. Training Plan

In the Campaign Preliminary Plan there is a section on training. But that plan was preliminary and needs refinement. On the following page we show a refinement of that first plan – a table of

a) who has to be trained
b) in what numbers
c) by whom
d) in how many training courses
e) for what specific tasks.

This refers of course to our imaginary Clean Campaign in Botswana. You would need a similarly clear training table for an RLG Campaign in your country.

| Date | Trainees | Trainers | No. of staff to be trained | No. of training courses | Training for the following tasks |
|---|---|---|---|---|---|
| February 1990 | National-level Campaign staff | Campaign Co-ordinator and support staff | 20 | 1 | a) Total orientation to the Campaign<br>b) Specific agency tasks as laid out in the Campaign Co-ordinator's preliminary plan. |
| September 1990 | District and Town Teams | Field Work and Training Team | 100 | 2 | a) training village and ward teams for recruitment work<br>b) monitoring progress on RLG leader recruitment<br>c) organising mobile recruitment programme to remote areas<br>d) training and equipping RLG leaders<br>e) report-writing |
| November–December 1990 | Village and Ward Teams | District and Town Teams | 1,000 | 14 | a) organising general publicity<br>b) recruiting RLG leaders<br>c) training RLG leaders<br>d) support for RLGs before and during the campaign<br>e) debriefing RLGs at end of Campaign |
| April–May 1991 | RLG Leaders | Village and Ward Teams with administrative backing from the District and Town Teams | 7,000 | 50 | a) running RLG meetings<br>b) other organisational tasks between RLG meetings<br>c) operating and maintaining the radio<br>d) leading the RLG in action projects and practical demonstration of latrine construction |

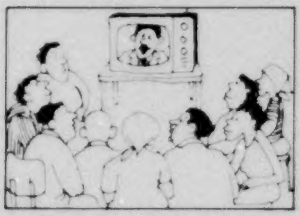
**Common Message and Common Training**

Staff at **every** level in the organisation need some training. Whatever the level the overall purpose will be the same – running the RLG Campaign effectively. So you must be sure that essentially the same message is put across to every Campaign worker at each training course. Every trained participant should have a similar view of the Campaign and be able to talk about it clearly in much the same way. The common message both simplifies the training job and makes it possible for all campaign workers to have a common talking point during the campaign period.

An important example of a common message and common training is that participants at every level should have a chance to simulate an RLG meeting. They should all experience how an RLG works in practice since obviously all Campaign workers must have an idea what an RLG looks like.

But while the message is the same and some of the training will be common for all Campaign workers there will be important differences among the different ranks. For instance RLG leaders need to be drilled in the steps that they should follow in running the RLG study sessions since this is their primary task. Field workers have to know what should happen in an RLG session and how to train the RLG leaders to accomplish this. District Team members need to know both what happens in an RLG study session and how to train and support their field workers for the task of training the RLG leaders.

The amount of training to be carried out in the Clean Campaign is very large. Hundreds of government staff and thousands of RLG leaders must be trained to play their part in the Campaign. It will be helpful if some elements of the courses at all levels are common. We have given one example on the previous page – the simulation of the RLG study session – which needs to happen in all the courses. Other examples would be:



a videotaped presentation

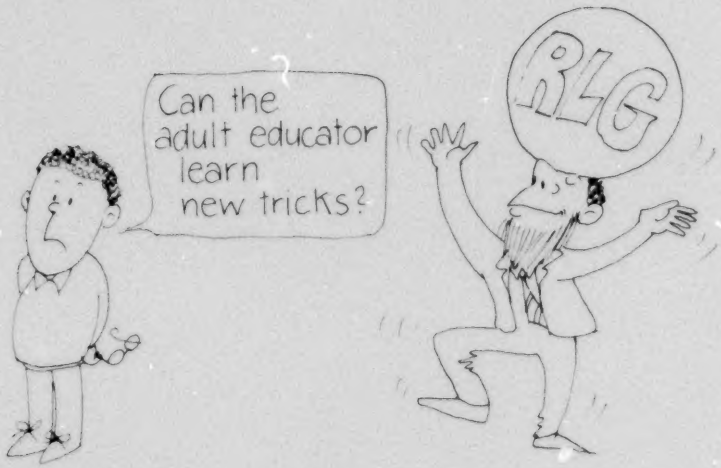
a simple drama which can be acted out by course participants

a catchy Campaign song

the Campaign Talk based on a centrally produced flip-chart

## 4. Management of Training

The training courses need to be tightly organised. We believe that one of the truly major problems in non-formal education is inadequate organisation. So often it appears that the adult educator is content simply to have his heart in the right place – and of course that is important, but it is not enough. Other professionals organise with great care to achieve desired ends – and they have a lot to offer the adult educator if he has the humility and the heart to learn.

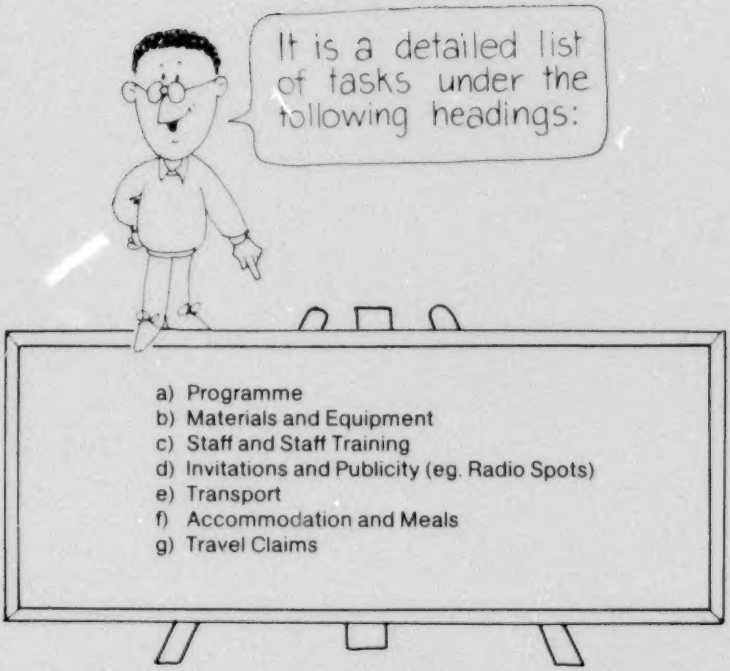



Let's look at one example.

The air line pilot is responsible for his passengers, his crew, and his plane. The adult educator is responsible for his colleagues, his clients, and often lots of equipment. The adult educator's work is just as important as, say, airline transport. It must be handled with the same meticulous responsibility.

Much of professional organisation has to do with reference to lists of procedures – checklists. For instance the airline pilot uses a checklist to ensure that all is as it should be before his aircraft takes off and he uses checklists for all other stages of each flight.

An example of a training course checklist is given on the following page.


It is a detailed list of tasks under the following headings:
a) Programme
b) Materials and Equipment
c) Staff and Staff Training
d) Invitations and Publicity (eg. Radio Spots)
e) Transport
f) Accommodation and Meals
g) Travel Claims

For each task a person should be made responsible and a deadline given. Once this checklist is drawn up, it provides the agenda for the meetings of the committee responsible for running the course. If the checklist is used sensibly at all stages, it will help make the training course produce the desired results. And if the checklist is prepared in time, and used properly, it will help prevent the familiar last-minute desperate rush.

## TRAINING COURSE CHECKLIST

1. **Programme** – see Detailed Time-table

2. **Materials and Equipment**
   (see Separate List)
   Storage
   Security
   Arrangements and staff for issuing them

3. **Staff and Staff Training**
   Number of staff required for course
   Staff Training Timetable
   Staff Accommodation and Meals
   Staff Transport
   Authority for release of staff from regular work
   Invitation to staff to attend training course
   (purpose, dates, transport and other administrative arrangements)

4. **Invitations and Publicity**
   Invitation letters to RLG leaders
   (NB Bring own bedding, eating utensils, etc.)
   Radio Spots
   Announcements in Public Meetings
   Posters
   Press Releases
   Information note to parents through school children

5. **Transport**
   Preparation of transport schedule allowing for
   a) provising of transport for trainees, or
   b) having trainees make their own way to the course (transport costs to be reimbursed on arrival)

6. **Accomodation**
   Sleeping accomodation for _____ men
   _____ women (sometimes with their small children)

   Large conference room
   Group training rooms (Divide expected participants by 10)
   Staff meeting room/office
   Storage room
   Toilet and washing facilities
   Dining space
   Cleaning staff

7. **Food**
   Menu
   Food Checklist
   Chief Cook
   Necessary Staff
   Briefing cooks on course timetable

8. **Travel Claims**
   Imprest System for reimbursement (including proper records)



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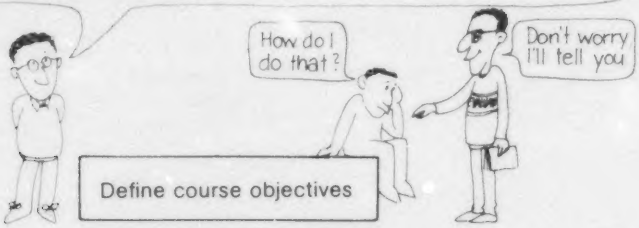
## 5. Designing and Running the Training Programme

So far in this chapter we have talked about a "phased" or "staged" system of training for the RLG Campaign. We have also talked about managing this training programme. Now we must move to designing and running the training programme.

The diagram below shows the steps that must be taken in designing and running the training programme for the Clean Campaign. In each course we will follow these same steps.



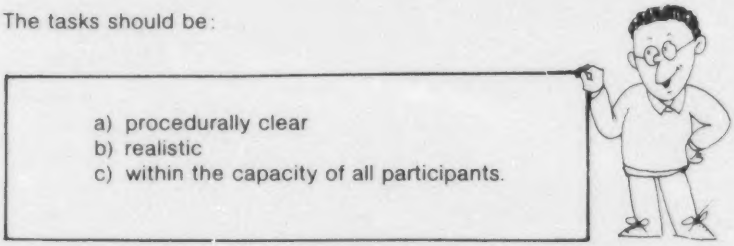

- Define course objectives
- Select training methods
- Work out timetable and training schedule
- Produce and test training materials
- Brief the training staff in advance of the training course
- Run the course

In the following pages we will be going over each of these steps.

**Step 1: Define Course Objectives**

This is fairly simple and does not require a lot of difficult theory. You should design the course objectives to tell you what the course should achieve. The participants should be able to perform tasks after the course that they could not perform before the course. If the course works, participants will have achieved the objectives you have set.

The tasks should be:



a) procedurally clear
b) realistic
c) within the capacity of all participants.

The lists of tasks for each rank in the organisation are given on
page 77 (Field Work and Training Team)
page 87 (District or Town Teams)
page 90 (Village or Ward Teams)
page 96 (RLG leaders)

**Step 2: Select Appropriate Training Methods**

When you have defined the course objectives the next step is to choose training methods.

These are many possible methods to choose from. You should choose training methods which –
a) suit the objectives
b) are manageable in the time available
c) are acceptable by all participants.

A list of possible training methods, their description and their uses is given on the following page. This list is not complete but it includes those methods which we have found to be particularly useful in training those involved in RLG Campaigns. Select those which you feel are appropriate.

| METHOD | DESCRIPTION | USES |
|---|---|---|
| LECTURE | Presentation given to a group by a teacher | a) Introduce a subject<br>b) Give information<br>c) Encourage enthusiasm for a subject |
| DEMONSTRATION | Presentation which shows people what to do | a) Show a technique, procedure, or process<br>b) Give information |
| PRACTICAL EXERCISE | Exercise in which participants learn by doing something | a) Develop and then evaluate skills<br>b) To develop self-confidence in performing certain tasks |
| DISCUSSION | Interaction within a group where everyone states their views on a specific topic | a) Study a question or problem<br>b) Analyse or evaluate a real or simulated experience |
| CASE STUDY | A description of a specific situation (written or dramatised) which is discussed by a group | a) Discuss problems within a context<br>b) Introduce discussion of similar problems within a case study |
| PROJECTIVE TECHNIQUES (EG. DRAMA, PICTURES) | Using a stimulus to get individuals to discuss real life situations | Drama or pictures can be used to present problems faced by participants. Both help to "objectify" the situation so that participants can stand back and look at it critically. |
| ROLE PLAY | Two or more individuals are asked to respond spontaneously to a given situation, by acting and reacting the way they feel their "characters" might in real life | a) Give individuals opportunity to see others' attitudes, feelings, roles<br>b) Identify alternative ways of solving a problem |
| SIMULATION | Involve participants in a real life problem situation which requires them to respond and look for alternative solutions. | a) Allow individuals to experience decision-making situation without assuming the consequences of their decisions.<br>b) Examine potential problem and solutions within certain everyday situations. |
| BRAIN STORMING | Instead of attacking a problem logically, this technique encourages people to suggest many ideas quickly, without evaluating them. Only at a later stage is each idea assessed. | a) Gather many ideas for discussion<br>b) Trigger many ideas<br>c) Acquire spontaneous solutions to problems |

We are now going to look at three examples of what we consider to be appropriate training methods for particular training tasks.

**EXAMPLE A**

To train district team members in debriefing members of village teams

**Method**

Dramatise one of the monthly meetings between a district team member and the field workers. Use either live drama or videotape. The relative advantages and disadvantages of each medium are given below –

| **Drama** | **Videotape** |
|---|---|
| a) Inexpensive | a) Expensive and sometimes unreliable |
| b) Involves participants | b) "Safer" presentation – it can be prepared before the course and edited or commentary added to get the effect required |
| c) Requires careful preparation during the course | c) Perception problems – the medium may obscure the message |

In the live or videotaped drama you should show the main problems that you come up against. Get the district officer to respond accordingly. If there is time it is useful to have a drama of a "good" meeting and a "bad" meeting. After the drama ask the participants

a) to identify other problems which field workers might raise and how to deal with them, and
b) to comment on the way in which the district officer handled the meeting.

NB. In this situation avoid a "classroom" or "lecture-based" system where participants are involved on the surface but do not really actively take part.

**EXAMPLE B**

To train village team members in using centrally prepared materials (flipchart and notes for flipchart talk) to give the Campaign Talk.

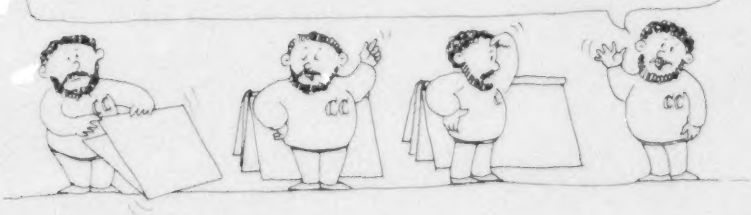
**Method**

The Campaign Talk is important so the field workers need to be able to practise it. Our method has been to get the field workers to practise giving the talk in training groups, simulating the real talk and pretending that the other group members are the real audience. After each talk participants make comments on the talk, aimed at helping the field worker improve his talk.

Our experience tends to show that field workers who are new to this sort of work are sensitive to criticism given after each practise talk. They often feel that this criticism represents a personal attack. We have solved this problem by using a "hammed" (overdramatised) talk at the beginning of this session on practise talks.

The "hammed" talk, given by a course leader, is hopelessly badly done – and because it is so foolish, extreme, and unreal, it is also funny. The talk goes like this –

Everybody shut up. I've come to do something good for you. And you can't keep your mouths shut. Right. Now. Anybody who's deaf? Is there anyone deaf? Are you deaf, old man? Poke him. He's fallen asleep. Now, you listen. I'm in charge of the Clean Campaign in this village. And we need the Clean Campaign because you are all filthy. You can't walk around this village without getting something on your shoes - - - - - - - - - and falling over people who should know better sitting in the bush. So we are going to tell you what you've got to do to be more civilized - - - - - - - - - -



The talk continues on, with the "lecturer" dropping the flipchart, blocking participants' view of the flipchart, puzzling over some of the flipchart pictures, and talking at a pace which is incomprehensible.

After the talk the "performer" is asked to comment on his performance. He says:

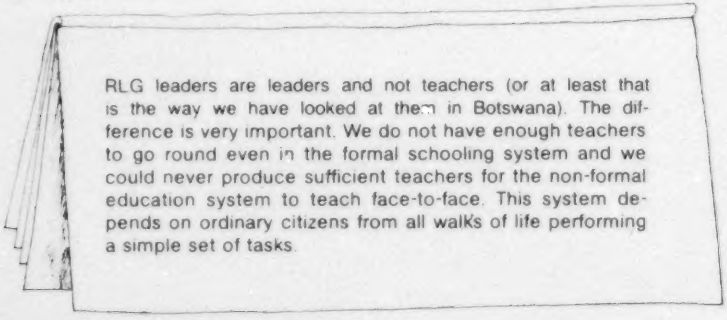
This is, of course, still part of the "hammed" performance. Then a videotape record of the performance is played on the TV and participants are invited to comment on any aspect of the talk. Videotape is very useful in this situation as a device for showing people what actually happened in the performance as the basis for making comments. These evaluation comments are recorded on newsprint. The "performer" overreacts to the criticism in an exaggerated way. Again this is part of the "hammed" performance. At the end of this session the chairperson explains the evaluation procedures to be used in the group practise sessions. He reminds participants that the evaluation should be seen as helpful and in no way as a personal attack. Then participants break into groups to practise in turn giving the talk.

**EXAMPLE C**

To train RLG leaders in running RLG study meetings.

**Method**

Remember the main task of the RLG leader is to be a facilitator or a chairperson. Our view is that he is not an expert or source of information on programme content. The content or information is provided by the teaching materials (radio programmes, study guide, flipchart, etc.). The RLG leader's main job is to take the group through a standardised agenda, making use of the materials at certain stages.



RLG leaders are leaders and not teachers (or at least that is the way we have looked at them in Botswana). The difference is very important. We do not have enough teachers to go round even in the formal schooling system and we could never produce sufficient teachers for the non-formal education system to teach face-to-face. This system depends on ordinary citizens from all walks of life performing a simple set of tasks.

Since most group leaders have limited formal education and training, the leadership tasks need to be kept simple. Their tasks are

a) operating and maintaining a radio
b) reading aloud from a study guide
c) operating a flip chart
d) leading a discussion after the programme
e) completing a report form after the programme.

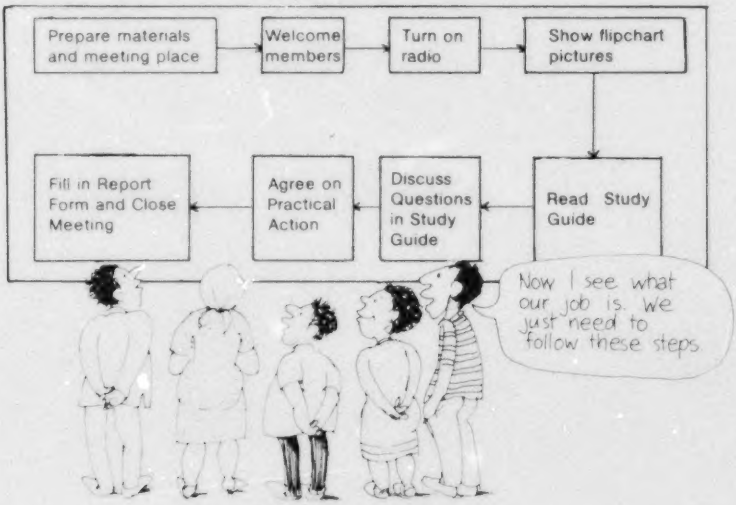
By keeping these tasks simple and sharing leadership between a "chairperson" and "secretary", group leadership can be extended even to those who are illiterate.

**Training Drills**

These cycles are a method of training RLG leaders which has worked well in Botswana. RLG leader training needs to be as practical as possible. It must be organised so as to simulate, during the training course, what the RLG leader is expected to do during the actual campaign.

The major training task is to give the leaders practice in taking a group through the standardised agenda. These practice drills in small groups constitute the major core of the course. Taking turns, each leader takes the group through the whole study meeting. Leaders work in "pairs" (ie. leader and assistant) so that leaders get practice in running the meeting with the help of an assistant leader, the secretary. Each of the programme materials (the cassette tape "radio" programme, study guide, report form) is shortened for the training course so that the number of practice sessions can be maximised. Every participant must have a turn. Each practice session is evaluated by the groups so that all participants learn how to improve the leadership.

In this way the group leadership job is introduced as a concrete set of tasks. Group leaders are introduced to adult education techniques as a "drill" or programmed set of steps. The "theory" behind these drills is deliberately avoided. Theory is unnecessary and within the time constraints is unlikely to be helpful.


Prepare materials and meeting place
Welcome members
Turn on radio
Show flipchart pictures
Read Study Guide
Discuss Questions in Study Guide
Agree on Practical Action
Fill in Report Form and Close Meeting
Now I see what our job is. We just need to follow these steps

This is our last example of choosing an appropriate method for training people to perform one of the Campaign tasks.

**Step 3 Work out timetable for each training course**

The next step is to organise the selected training experiences into a programme timetable. An example of a timetable – one used for RLG leader training courses – is given on the following page. Then on pages 122–124 you will find an example of some detailed notes for running this training programme.

For an effective course, participants need

a) variety – in format (alternating between large group and small group situations) and in method (talks, case studies, role plays, practical exercises, etc.)
b) rewards – decent food, entertainment, humour, lively and sympathetic attention from the training staff
c) sustenance – good meals, breaks to recover and stretch one's legs and a supply of hot drinks
d) a good pace – the course must be run at a speed which keeps everyone awake and interested but which allows all participants to feel rewarded and successful
e) readiness among the Campaign staff to clear up participants' problems directly with good humour, even when there is a lot to do and the problems may seem trying.
f) an opportunity to be involved in the running of the course – set up a steering committee.

## TIMETABLE

| TIME | FRIDAY | SATURDAY | SUNDAY |
|---|---|---|---|
| 7.00 | | BREAKFAST | BREAKFAST |
| 8.00 | Arrival of participants | Explanation of Practise Drills<br>Practise Drills (in Group) | Other leadership jobs and Organisational questions<br>Further Practise Drills |
| 10.00 | | TEA | TEA |
| 10.30 | | Practise Drills continue | Distribution of radio and study materials<br>Travel money |
| 12.30 | LUNCH | LUNCH | LUNCH |
| 2.00 | Opening Speech<br>Registration in Groups | Explanation on "Leading the discussion"<br>Practise Drills continue | Departure of participants |
| 3.30 | TEA | TEA | |
| 4.00 | Registration in Groups (Continued) | Practise Drills continue | |
| 5.00 | STAFF MEETING | STAFF MEETING | |
| 6.00 | SUPPER | SUPPER | |
| 7.30 | Leading a Radio Learning Group (Demonstration)<br>Films | Films | |

## DETAILED NOTES
### FRIDAY

| TIME | TIMETABLE DESCRIPTION | OBJECTIVES | DETAILED DESCRIPTION OF COURSE DESIGN | MATERIALS |
|---|---|---|---|---|
| 2.00<br>2.30 | Opening Speech | The importance of<br>a) Consultation<br>b) the group leader | 1. Written speech read by dignitary<br>2. Videotape speech by Vice President (where equipment available) | 1. Local dignitary's speech<br>2. Vice President's film |
| 2.30–<br>5.00 | Registration in groups | Data collection on group leader<br><br>"Before" questionnaire is first part of knowledge-gain evaluation<br><br>Travel Claim Form: information on and cost of transport | 1. Send groups (approximately 12 leaders in each) off to group rooms, each led by a trainer.<br>2. In each group the trainer<br>a) hands out the course folder and ballpoint pen<br>b) helps leaders fill in the registration form and knowledge questionnaire<br>c) prepares a name tag (Name, village)<br>d) helps leaders fill in Travel Claim Form<br>3. One person circulates from group to group, filling in each leader's registration number on cover of leader's handbook and at the same time making a list of these names and numbers. | 1. Newsprint list of groups, trainers, room numbers<br>2. Course folder, Ballpoint pens, Name tags, Pins<br><br>3. Registration Form, Knowledge Questionnaire, Travel Claim Forms |
| 5.00–<br>6.00 | Staff Meeting | Evaluate to-day's programme and prepare for tomorrow's programme | Members: trainers, district team members<br>Adult Educators | Timetable<br>Trainer's Notes |
| 7.30–<br>9.30 | Leading a Radio Learning Group (Demonstration) | Demonstrate the steps in running a radio learning group | 1. Introduce the timetable and course objectives<br>2. Live Demonstration of Radio learning group<br>3. Slide show reviewing the sequence and pointing out the important features in each leadership step | Notes on Talk, Chairs, materials, "Agenda" poster, Slides, slide projector |

## SATURDAY

| TIME | TIMETABLE DESCRIPTION | OBJECTIVES | DETAILED DESCRIPTION OF COURSE MATERIALS | MATERIALS |
|---|---|---|---|---|
| 8.00–8.30 | Explanation of Practise Drills | To show participants how the practise drills will be conducted. | Short Talk 2. Evaluation Procedure to be demonstrated:<br>a) short role play (ham) of poor leadership job;<br>b) evaluation points recorded on newsprint | 1. Instructions on Newsprit<br>2. Materials, equipment and script for role play |
| 8.30–10.30 | Practise Drills (in groups) | To practise and get feedback on the RLG leadership job | a) 30 min. per drill: 2 min. Preparation/Welcome, 5 min. tape, 3 min. reading, 15 min. discussion and report writing, 5 min. Evaluation/ Feedback<br>b) Trainer leads 1st drill, then asks group to form pairs. Experienced pairs are invited to lead initial drills.<br>c) Evaluation: leadership pair comments on their performance 1st, then members are asked to comment. Trainer records comments on observation sheet. | Group room:<br>1. Leadership Steps poster<br>2. Observation sheets<br>3. Cassette recorders |
| 2.00–2.15 | Explanation on "Leading A Discussion" | To explain the techniques of good leadership of discussion | Role play of a well-led discussion (contrast with the 8.00 "hammed" role play) | 1. Materials, script<br>2. "Leading a Discussion" notes |
| 2.15–5.00 | Practise Drills continue | More practise and feedback | | |

## SUNDAY

| TIME | TIMETABLE DESCRIPTION | OBJECTIVES | DETAILED DESCRIPTION OF COURSE DESIGN | MATERIALS |
|---|---|---|---|---|
| 8.00–10.00 | Other leadership jobs and organisational questions | Awareness of<br>a) other aspects of the RLG leadership job<br>b) problems in leading a group | On Sunday morning each group reads and discuss the notes on "Pre-Campaign Organisational Meeting" and "Other leadership Jobs" in the handbook. Refer group leaders to the Agenda, Leadership steps, and Radio Times sheet at the front of the flipchart. | Flipchart<br>Chairs<br>Leader's Handbook |
| 10.30–12.00 | Distribution of radios and campaign materials<br><br>Travel money | | 1. Distribute the radios and batteries to each group. The radio issue form should be completed. The trainer should then explain how to use the radio and help members to practise. Refer members to explanation in handbook.<br>2. Distribute the other campaign materials. Ask each member to fill in his/her registration number and district. Check that this is done properly on every Report form.<br>3. Issue and get leaders to sign for the travel money (using travel money sheet prepared on Friday afternoon). | 1. Radios, Batteries, Radio Issue Form<br>2. Campaign materials<br>3. Travel Claim Form |
| 12.00 | Closing | speech | Written speech read by Council Secretary or other local dignitary. | Prepared speech |

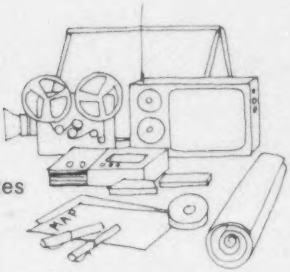
**Step 4: Produce and Test Training Materials**

Just as there has to be a campaign message at all levels so there has to be a continuous line in the production of study materials at all stages. RLG leaders have to be trained to perform a set number of tasks in the study sessions. So the materials that they use at their training courses should be shortened versions of the materials that they will use in the real Campaign – they have to be shortened because of time constraints.

The study materials for the RLG leader training courses should be produced by the Teaching Materials team. But all other materials for the training courses must be the responsibility of the Field Work and Training Team.

On the following page there is a list of all training materials which need to be prepared for one type of course – the RLG leader training course.

## LIST OF EQUIPMENT AND MATERIALS

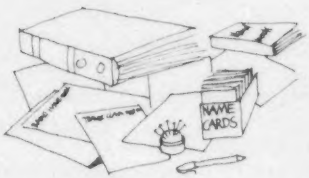



### 1. EQUIPMENT

A) Videotape equipment
b) Slide Projector
c) Film Projector
d) Cassette Recorders, Batteries, cassettes
e) Felt-tip pens, masking tape, newsprint
f) 2 Census Maps per district
g) Flipchart boards

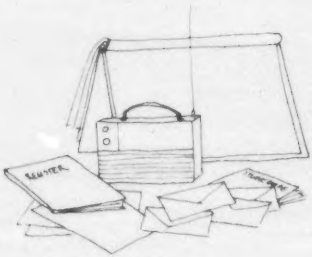
### 2. TRAINING COURSE MATERIALS (FOR EACH LEADER)

a) File folder
b) Training Course Study Guide
c) Group Leader's Handbook
d) Ballpoint Pen
e) Name Cards, Pins
f) Registration Form
g) Travel Claim Form
h) Radio Issue Form




### 3. CAMPAIGN MATERIALS (FOR EACH LEADER)

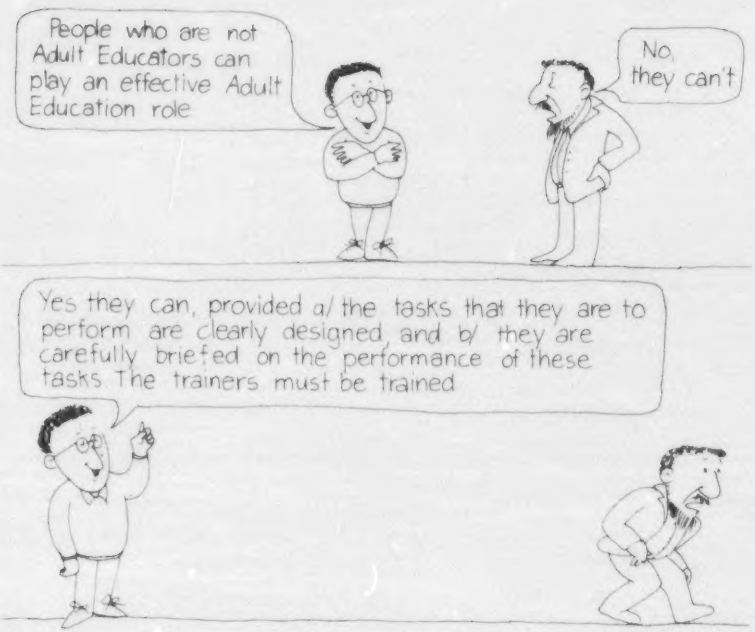
a) Radio
b) 20 Study Guides
c) 1 Popular Version
d) 1 Flipchart
e) Report Forms
f) 12 envelopes
g) Register of Group Members



### 4. TRAINING STAFF MATERIALS

a) Notes for Course Staff
b) Trainer's Instructions
c) Notes for each Talk
d) Opening and Closing Speeches
e) Videotapes, slides, etc.
f) Leadership steps poster
(at front of Conference Hall and in each group room)
g) Entertainment films

**Step 5: Brief the Training Staff**


People who are not Adult Educators can play an effective Adult Education role
No, they can't
Yes they can, provided a/ the tasks that they are to perform are clearly designed, and b/ they are carefully briefed on the performance of these tasks. The trainers must be trained

The best way to brief village team members on these tasks is to take them through an RLG leader training programme, having them play the roles of RLG leaders and the district team members playing the role of RLG trainers. Each step of this process should be evaluated candidly by the course participants. If field workers suggest ways of improving the course that can be adopted these improvements must be made and must be seen to be made. The purpose is common, everybody is working together to the same end, and staff at all levels can contribute to improve the Campaign.

**Step 6: Running the Training Course**

Now we're ready to run the training course. The following checklist could be used in order to make the course run smoothly:

- Brief the chairperson carefully
- Write all instructions on newsprint
- Move quickly to solve any problems that arise
- Make sure that the course objectives are clearly explained and that everyone understands them right from the beginning of the course
- Keep the momentum. Don't let participants become bored by leaving them on one activity for too long
- Use humour and songs – if the mood is good, participants will be willing to try anything
- Make sure meals are served on time and where possible suit the participants
- Use the steering committee to deal with any problems faced by participants
- Test the equipment before-hand (projector, VTR equipment, etc.)

# Evaluating the Campaign

## 1. What evaluation is not and what it is

Elsewhere in this manual we have avoided saying what things are not. For this chapter, however, we will change our practice. You will see why.

Evaluation is

a) **not** a system of spying on colleagues, fieldworkers, or participants
b) **not** a way of humiliating people
c) **not** a more specialised skill than any other in the Clean Campaign
d) **not** difficult to do.

We believe that evaluation is largely a matter of common sense – of asking sensible questions about the Campaign to see if it is going right and of trying to improve it. While it is useful to have evaluation specialists, who are familiar for instance with simple statistical methods, we believe that all the campaign team should be involved in the evaluation of the Campaign. There is no mystery in evaluation.

Everyone is able to contribute to evaluation and indeed should see it as one means to improve their skills and competence – as well as the campaign itself. There is no point to evaluation unless the results are useful. One theme of this chapter therefore is a concern with the diplomacy of evaluation – how to create the right climate for the evaluation results to be listened to, discussed and used.



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## 2. Why evaluate?

We suggest 4 reasons for evaluating RLG campaigns. These are

a) **to measure the impact of the campaign**

- what was learned?
- what action was stimulated?
- what changes in behaviour happened?
- what changes in attitude happened?

b) **to investigate and measure the size and operation of the campaign**

- how many RLGs?
- how big were the RLGs?
- how long did the meetings last?
- what was said in the meetings?
- what was the attendance?
- who were the RLG leaders?
- who were the RLG members?
- what did it cost?
- how many report forms?
- what happened with the RLGs and their immediate community?

c) **to produce information that will help to improve this RLG campaign, future RLG campaigns and other non-formal education work**
   - what methods of material production have proved successful?
   - what improvement can be made in the materials through pre-testing?
   - what problems arise and how are they solved?
   - what aspects of Campaign organisation can be used in other NFE situations?

d) **to satisfy donors and attract more funds in the future**
   - donors are more likely to provide further finance if they know they will receive a clear and frank report on what their funds were spent on and what it achieved
   - future funding will be easier to attract if previous experience has been evaluated, shown to be successful and likely to be improved upon.

In the rest of this chapter we will tell you our ideas on how to organise evaluation.

- how to evaluate the campaign?
- what to evaluate?
- who should evaluate?

## 3. How to evaluate the campaign

The first point is to begin evaluation at the beginning. Think about it from the very beginning of the campaign. Include evaluation in the project memorandum and ensure adequate funds and staff are allocated to do a reasonable job.

If evaluation is only an afterthought then many opportunities of collecting relevant information and of improving the effectiveness of the campaign may have been missed. Secondly, we think it is important to involve other members of the campaign team in its evaluation and the evaluators in the work of the campaign team. Each then becomes more knowledgeable of the others' tasks and thus becomes more realistic.

You should involve the campaign team in defining the **objectives** of the campaign evaluation. This is for two reasons:

a) Evaluation can be threatening. We think that if the team members understand and have contributed towards the aims of the evaluation they are less likely to feel threatened by it.

Yon evaluator has a lean and hungry look....
The campaign coordinator fears that I want to take over. But all I want to do is to use my skill to help.
They'd better get to understand one another right from the beginning. Otherwise their working relationship will be bad and that's bad for the Clean-Campaign.

b) The evaluator may tend only to look at those things that are important to him. Bringing in the Campaign team members should make for a more balanced view of what should be evaluated. Similarly we think an evaluator should understand the rest of the Campaign tasks. This helps him to appreciate the various tasks and to know what information that he could produce might help others in running the Campaign better.



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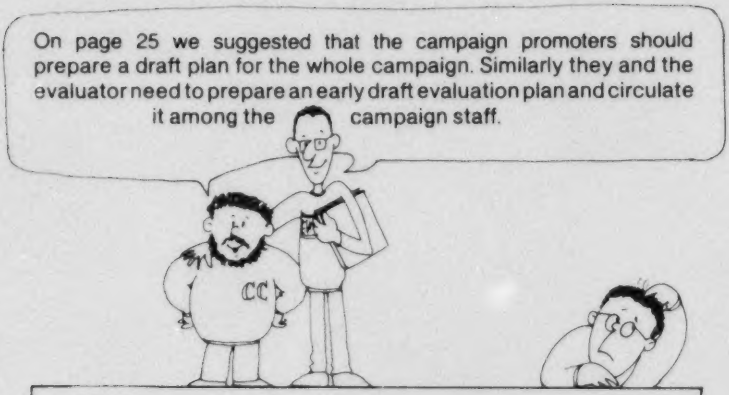
Finally we believe that you should have an evaluator throughout the Campaign who is involved – an action researcher. Even so you may want another evaluator to come fresh to the scene to measure the achievements of the Campaign in a completely disinterested way.

Let me tell you my team problem
It's going well, but we need your help...
That's better now they are sharing ideas and working together and each of them knows what the other one is doing.

**List of appropriate procedures for starting the Campaign evaluation:**

1. Recruit an evaluator as soon as the project is certain.
2. Bring the evaluator and the rest of the campaign teams together to agree on the evaluation priorities.
3. Establish some means of ensuring regular contact between the evaluator and the other campaign staff. This might be through a regular meeting of representatives of the **users** of the evaluation results and the evaluator.
4. Establish an Evaluation Team, a group of social researchers to provide professional support and experience to the evaluation team.
5. Produce a draft evaluation Plan detailing what evaluation data will be produced by when with what resources.
6. Revise this plan in the light of comments from the campaign team and the Evaluation Working Team.


On page 25 we suggested that the campaign promoters should prepare a draft plan for the whole campaign. Similarly they and the evaluator need to prepare an early draft evaluation plan and circulate it among the campaign staff.

This should suggest

- evaluation aims (what questions do we want to ask about the campaign?)
- evaluation methods (what data do we need to answer these questions?
  how shall we collect this data?)

Possible aims of evaluation have been discussed above. Typical **methods of evaluation** are outlined on the next page.

# METHODS OF EVALUATION

| Evaluation objective | Evaluation instrument or method | Type of information produced |
|---|---|---|
| measuring the campaign impact | 1. pre-campaign social survey<br>2. post-campaign social survey | - data on relevant knowledge, attitudes, practice and action (e.g. the number of latrines built) - a comparison of audience before and after campaign and/or audience and non-audience. |
| measuring the size and workings of the campaign<br> | 3. leader training course Registration Forms | - the number and characteristics of the RLG leaders |
| | 4. Register of members | - total size of each RLG.<br>- audience characteristics (eg. sex, age, education)<br>- total attendance of each RLG meeting |
| | 5. Report Forms | - duration of RLG meetings<br>- total attendance at each RLG meeting<br>- radio reception by district and time of day<br>- total numbers of meetings |
| | 6. analysis of report form response | - number of participating (RLGs (ie. those who send in one or more report forms)<br>- geographical breakdown |
| | 7. participant observer reports | - what happened and what was said in the RLGs<br>- relationship between RLGs and their community |
| | 8. cost analysis | - estimated costs of<br>1. different parts of the campaign<br>2. the total campaign<br>- average cost per RLG<br>- average cost per RLG participant |
| to improve this and future RLG campaigns and other NFE work | 9. pre-testing<br>10. pilot | - identification of problems<br>- recording of rationale for decisions<br>- analysis of campaign's assumptions, operation, achievements etc.<br>- suggestions for improving planning, fieldwork, materials, evaluation etc. |

## 4. Further guidelines

Our experience of evaluation suggests the following guidelines.

### 4.1 **Get campaign objectives stated clearly**

Getting the campaign team to specify the campaign objectives clearly gives the evaluator specific standards with which to judge the campaign. It will also assist the campaign team to plan and organise their work.

You might want objectives stated on things such as

a) who the campaign should reach
b) what are the target numbers of a) RLGs
   b) RLG members
c) what is it trying to teach?
d) what attitudinal changes is it trying to bring about?
e) what behavioural changes is it trying to cause?
f) what action is it trying to stimulate?
g) at what expense?

### 4.2 **Be selective**

It will be impossible to observe and evaluate everything that happens in the campaign. Part of the early plan of the evaluation should therefore include a list of what aspects will be concentrated on. Consider what

is already known from previous campaigns – you don't necessarily collect the same information every time. As a guide, you might consider what decisions have to be made and what information will assist these decisions.

In the Clean Campaign, the most important objective is the number of correctly built latrines. We would arrange our evaluation "tools" to look at **this** objective rather than, say, the change in traditional health practices. Evaluation, like planning, demands choosing. If you are short of evaluation resources you can find out a lot of useful information by carefully interviewing a small number of campaign participants.

### 4.3 Match the evaluation task with the available resources

Careful thought and planning of the evaluation will require you to consider the labour and financial requirements of each stage of the evaluation. Much research is wasted because it either takes so long to produce that it arrives too late or because it is never written up. Our experience therefore suggests keeping the evaluation straightforward and clearly within your capacity. That way you are more likely to be able to write up the result in time for it to be useful.

### 4.4 Make sure that the village extension teams and the RLG leaders understand the purpose of the evaluation

Evaluation is commonly misunderstood as being concerned with assessing participants – just like in an examination – rather than with evaluating the campaign's effectiveness.

Explain, using clear real examples, what the evaluation of the Campaign is designed to achieve and how the village teams and RLG leaders can contribute to it.



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4.5 **Invite and encourage the campaign teams to observe and report on the campaign**

Visiting RLGs during the Campaign provides first hand experience of how the Campaign is working. By getting Campaign staff to look at these meetings in the field they can give useful comments based on their own special knowledge of various aspects of the Campaign's planning, preparation, and operation.

4.6 **Evaluation should not interfere with the campaign**

Evaluation needs to be kept in perspective. Its task is to test out the Campaign materials in advance, measure the Campaign's size, and assess its impact. If it does not do this it is likely to become counter-productive. If it intrudes beyong these tasks evaluation may become harmful to the purpose of the Campaign.

4.7 **Encourage observers to be positive**

Evaluation, in our experience, tends to lack balance. Most observers find it easier to say what did **not** work well and what problems arose rather than what succeeded and what participants enjoyed. Both are important. This means that evaluation staff need to be trained to seek information that allows a balanced view to be given of what is happening.

4.8 **Discuss results before writing reports**

Discussing preliminary evaluation results with the campaign team allows them to give their interpretation of the meaning of the results. This means

a) the evaluator is more likely to interpret the results correctly
b) the campaign team is more likely to use the results next time round, since they have been involved in interpreting the data.



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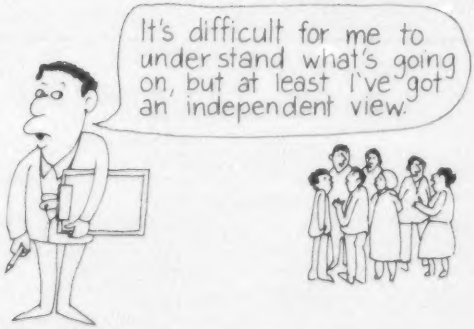
## 5. Who evaluates?

If an "insider" evaluates he will be biased as a result of his involvement. He will be influenced by the objectives, methods and personalities of the project and how they relate to his own values. If an outsider evaluates he does so from a position of independent, partial understanding.

In the 1973 NDP Campaign and the 1976 TGLP Campaign we did not have outside evaluators. In 1976 we were heavily criticised for this. You have to make up your own mind on this question and you should decide to have an outside evaluator if common sense tells you that you should have one. But even if you do have an outsider, we are convinced that the "inside" action researcher is a necessary part of the Campaign team.



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# Starting with Experiments and Pilots

## 1. Think small to begin with

If you have never worked on such a large project as an RLG Campaign before, its size may seem daunting. But everyone has to start somewhere with something manageable. We recommend that you start small with an experiment or a pilot.

In Botswana the RLG campaign method was first attempted with less than thirty RLGs in a small experiment in 1971. The value of this attempt came from the confidence it provided in the reality and potential of the method.

After such a small attempt you may want to move on to something bigger and attempt a pilot.

"Pilot" has many meanings. For us a pilot is an event that sets out to

a) pre-test many of the main aspects of the campaign, such as the messages, the teaching materials, the training, the fieldwork, the consultation and the evaluation
b) provide experience to those in the team who have never worked on such a campaign before
c) provide a rehearsal, so that you can make mistakes or discover omissions without jeopardizing the success of the main campaign.

You will have to decide on the scale of the pilot. A large pilot probably provides better fieldwork experience, more variety and makes the team work hard. A smaller pilot, though, is easier to observe.



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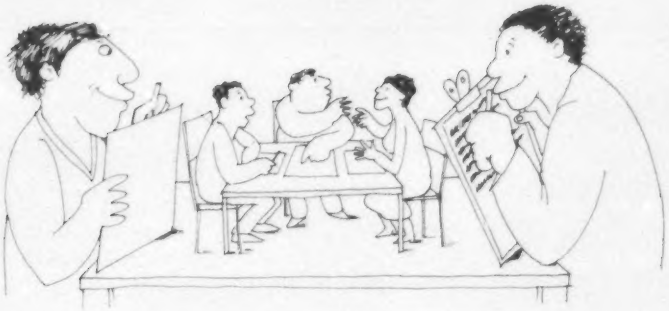


The pilot will bring the initial Campaign ideas into actual being. For instance whatever size of pilot you select it will impose deadlines and your team will be pushed to carry out specified tasks by a specified time. Things will start moving and a mood of urgency will develop. The demands of the pilot will move your Campaign staff out of the stage of reading and discussion into the stage of putting theory into practice.

Remember that the RLG audience is separated from the campaign organisers and the teaching materials production team. Campaign staff should observe the pilot and sit in with the RLGs. (Make sure that they remember they are guests.) Visiting a small sample of RLGs will show the Campaign team examples of what works and what does not.

## 2. Some guidelines for running pilots and experiments

We recommend using tape recorders rather than radios in pilot campaigns. You will not normally want to use up scarce radio air-time for a small audience. As the campaign messages are largely untested at this stage, you will also want to wait until you are sure the message is clear before "going public".

Cheap cassette tape-recorders have worked well in our experience in Botswana. They have been used for training courses and for various pilots and experiments, with only minor problems.

We think that a pilot should be viewed as one large role-play. It is a "learning by doing" exercise and you should involve the campaign staff in doing things and observing and writing down what they see. We believe that many insights and new ideas will result from the discussion after the pilot.

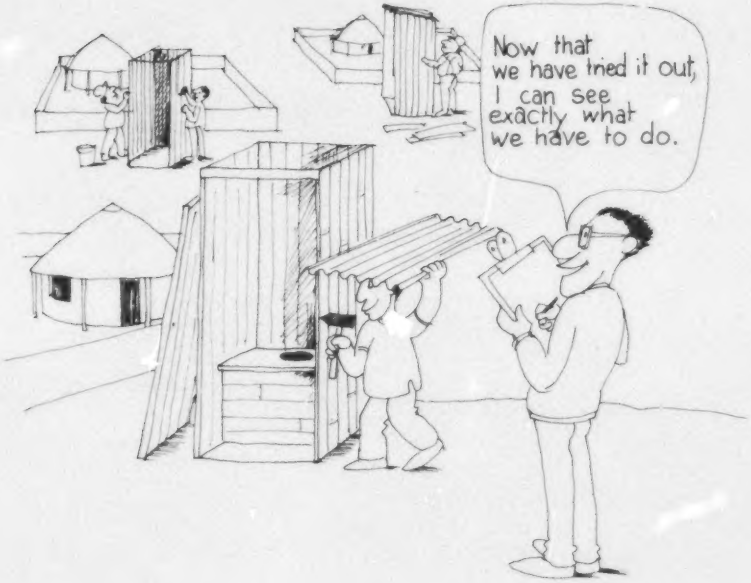
## 3. The Clean Campaign Pilot

The Clean Campaign pilot will be a small-scale rehearsal of the real thing. This pilot will take place in one administrative district which offers a great variety of life-styles, occupations, and geography. It will be run in twenty villages (each village having five pilot RLGs). In addition the following field work, training and support work will be organised –

a) a pilot district team will be established
b) traditional authorities and extension workers will form the pilot village extension team

c) public meetings will be held to explain about the project and to choose the pilot RLGs in each village
d) support for latrine construction will be proved.

The pilot campaign will be run in July–August 1990, the agricultural slack season.

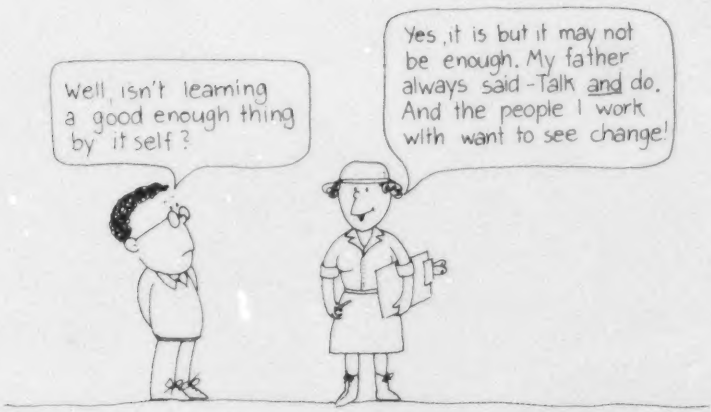


# Action

## 1. Introduction

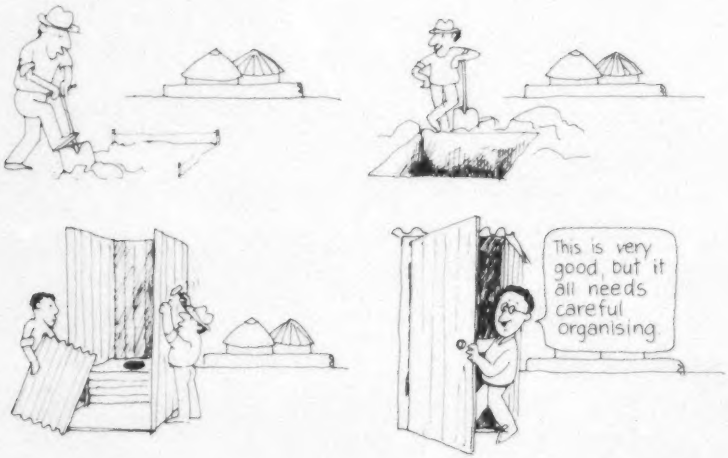
The Clean Campaign will include an "Action" element. This is a series of practical tasks which it is hoped RLGs will agree to carry out as a result of their taking part in the campaign. For Botswana, Action would be a new campaign element. We have never done it before.

In the NDP and TGLP Campaigns in Botswana RLG members were asked to study information broadcast to them. It was almost entirely a question of their learning about, discussing, and making comments on the information put to them. In the TGLP Campaign some Action elements were proposed but these were ill-advised, under-organised and largely unsuccessful. In Tanzania as well, most of the RLG campaigns involved learning only. But **Mtu ni Afya** (Man is Health) and **Chakula ni Uhai** (Food is Life) included action aspects which were sufficiently successful as to demonstrate that the RLG Campaign method can also carry a substantial element of practical action.


Well, isn't learning a good enough thing by it self?
Yes, it is but it may not be enough. My father always said - Talk and do. And the people I work with want to see change!

## 2. Action Team

The "Action" projects to be promoted through the Clean Campaign will be planned, organised and monitored by one of the working teams – the Action Team. This team will be responsible to the Campaign Co-ordinator. The four campaign action elements will be latrine construction, refuse disposal, safe water projects, and food hygiene. The Action team will only be responsible for organising one of these – latrine construction which involves a single effort once and for all. The other three action elements will continue on after the Clean Campaign is over and therefore will be handled differently.




Building appropriate-type latrines for as many households as possible is a massive effort. It will require specific technical designs and the development of an appropriate and efficient storage system. These logistical operations are basic to the success of the Clean Campaign. But do let us remember that these operations are different in nature from most of the Clean Campaign's other aspects which mainly have to do with "learning" about the Campaign subject matter.

## 3. Contact with other ministries

The other Campaign action activities will be organised by those Ministries which are already equipped to do this sort of work as part of their normal operation. They are:

a) **Water projects** which will be organised by the Ministry of Water Affairs in liaison with the Ministry of Education. Working together they will train, equip and supervise a large group of university students and secondary school graduates.

University students performed very well on the 1973 NDP Campaign; Secondary school students proved they could respond well to a similar challenge when they served as enumerators during the 1971 National Census. These experienced students are a promising cadre and could work successfully on other RLG Campaigns in future.

In early June (after the RLG leader training courses) this cadre of students will be trained; afterwards they will be assigned to work in various parts of the country until the end of August. Their job will be to work face to face with groups of citizens to discuss how practices of handling water in rural areas might be improved. They will be carefully briefed on the existing practices of handling domestic water, problems resulting from these practices, and ways of improving them.

b) The Ministry of Local Government will be directly responsible for a rubbish disposal programme. In the large villages they will work through the Council to develop rubbish disposal system on a fee-paying basis. In small settlements community development staff will promote individual and group action on rubbish disposal.

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c) The Ministry of Health will be assigned the job of producing and distributing posters at clinics on clean food handling. Interested RLGs will be involved in all of these activities on a continuing basis. However they will concentrate mainly on latrine construction during the actual Campaign period.

## 4. Latrine Campaign

The Action Team's goal is to ensure that within 12 months of the end of the Clean Campaign broadcasts, over 75 % of the households in the country have an approved type of latrine properly constructed and in hygienic use (this is thought to be a realistic goal in Botswana).

The tasks of the Team are:

a) to collect existing research data on latrines and in some cases commission further research
b) to decide what types of latrines are suitable for different parts of the country
c) to work out a plan for training RLG leaders and other staff in the necessary construction skills
d) to arrange for the purchase and construction of the necessary equipment required for each approved type of latrine
e) to plan and arrange for the distribution of latrine materials to Town and District Council storage depots
f) to monitor the further distribution of these materials by the Councils to village storage depots
g) to carry out vigorous and systematic evaluation.

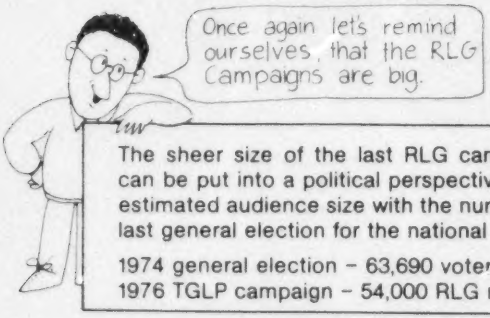
# Consultation

## 1. Why Consult

RLG Campaigns have mainly been used to contact and inform massive audiences about matters of particular importance to them. This section of the manual deals with an option available to NFE planners who are interested in using the RLG campaign consultation method.

RLG campaigns are primarely a tool for the poorer countries where change is needed to develop. Experience all over the world shows that people are more likely to participate positively in change when they are involved in deciding what change will occur – and tend to resist it when it is imposed on them.

RLG Campaigns can be organised so that RLG members can contact and inform Government of their views and suggestions with relatively little extra effort by the campaign organisers.




The sheer size of the last RLG campaign in Botswana can be put into a political perspective by comparing the estimated audience size with the number of voters in the last general election for the national assembly.

1974 general election – 63,690 voters
1976 TGLP campaign – 54,000 RLG members.

For such consultation campaigns to play a truly democratic role there appear to be two political pre-conditions.



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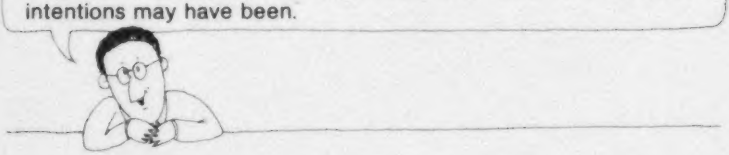
These are

1. RLG members must feel free to
   a) support what they approve of
   b) question what they are unclear of
   c) oppose what they do not like

2. Government must
   a) want to consult with the people
   b) commit itself to using the consultation results in deciding future policy and implementation of that policy.

If these conditions are not met, then the consultation component of an RLG campaign will be a pretence only, whatever its original intentions may have been.



Consultation is done by having RLGs respond to questions asked about the policy proposals and inviting RLGs to ask questions to Government about these proposals. These questions or a sample of them can then be answered by Government.
By providing a channel for people to respond, consultation helps balance out the monolithic "top-down" structure of RLG campaigns.

Consultation through an RLG campaign does not replace the need for other more normal face-to-face dialogue between Government and people. Both methods should be seen as complementary.

The results of the consultation, both the answers to the Government's questions and the questions asked by RLGs can be used to
a) modify policy proposals
b) assist in future planning by indicating preferences

c) indicate educational needs, and thus suggest the contents of future non-formal education programmes.

Adding on a consultation element to the campaign involves an extra effort. But this does offer an opportunity for organised, manageable, two-way communication, both from the Government to the people and from the people to the Government. A consultation campaign is a large-scale dialogue.

## 2. How to consult

We suggest there are five stages of organising the consultation part of the campaign. These are

1. designing the consultation instrument (what we call here the report forms) – this includes both deciding what questions to ask and the format in which to ask them
2. designing how the replies to the questions will be analysed

> In the TGLP campaign all results were analysed by Administrative District and overall National Response. In addition some results were cross tabulated by replies to other related questions.



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3. arranging for a system to process the replies

The Government computer was used to process the replies to the TGLP report form questions after coding the responses by hand. This is a technical area and largely outside the scope of this manual. If you want to use a computer, make sure that you can get sound professional advice about what is involved.

4. interpreting the replies and deciding what their significance is for the policy proposals –
   a) can the proposals remain as they are??
   b) should they be modified?
   c) if so how?
   d) what further information is needed?
5. a report on the results with recommendations on what parts of the policy should be amended and what should remain unaltered.

The Clean Campaign will organise feedback from the RLGs on issues of sanitation but it is not a "consultation" campaign. It is primarily concerned with facilitating action, as we have already discussed. Even so consultation is an option in the Clean Campaign as in any other campaign and will generate very large amounts of feedback. Because we have decided, for purposes of this manual, that the Clean Campaign is not primarily a consultation campaign we've restricted our comments on consultation to what we consider to be the necessary stages of organising the Consultation part of the Clean Campaign. But we thought that some readers might want more information about the Consultation process in an RLG Campaign.

So we have included a real example from Botswana - the TGLP Consultation. Please use this example in any way you want to in your campaign.

# APPENDICES:


I. The RLG Consultation Process

II. Flow Chart of Processing the TGLP Report Forms

III. The TGLP Report Forms

IV. Select Bibliography

V. Flow Charts of the 1973 and 1975/77 Campaigns,
Field Work and Training Flowchart





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# Appendix I:
# The RLG Consultation Process

## 1. Background to the TGLP

The Tribal Grazing Land Policy proposals implied fundamental changes in the way grazing land was used in Botswana.

Among other things the policy proposed

a) to establish communal, commercial and reserved zones of tribal grazing land
b) to permit the granting of exclusive rights to leasehold land in commercial zones
c) to establish a limit on the number of cattle a family could own in communal zones
d) to encourage the establishment of ranching groups with exclusive rights in communal zones.

All of these would change the traditional system of grazing which permitted individual cattle owners to graze their cattle anywhere in their tribal grazing lands.

The consultation was introduced and described in Botswana Government Paper no. 2 of 1975 on the policy which stated.

"Before implementation begins the Government will mount a nationwide public discussion of the programme and the issues involved. People at every level will be fully informed and consulted before the process of change is set in motion" (para 55).

". . . And so the first aim of the public information programme is to provide information on the policy. But is has three other aims as well: to stimulate public discussion; to provide information to Land Boards, District Councils and Central Government on how people feel the policy should be implemented locally; and to start a long process of helping people to know how they can benefit from the policy" (para 56).

"Having obtained the views of the public in the ways described above, the Government will take appropriate action to give effect to these views. If necessary, it will revise the policy set out in this paper and present for parliamentary approval the changes brought about by this process of consulting the people" (para 58).

The consultation was to take place through public meetings and conferences and an RLG campaign.

## 2. Report Forms

The "tool" we have used for collecting RLG's views in our RLG campaigns has been a series of report forms. Typically, a report form has these factors

a) it includes 4 discussion questions for the RLGs
b) 3 of these questions would have pre-coded replies (closed questions), such as

Do you think that exclusive rights to grazing land in your area should be given to groups, individuals, both, or neither? (Circle ONE reply)

| | |
|---|---|
| to groups only | 1 |
| to individuals only | 2 |
| to both groups and individuals | 3 |
| no exclusive rights should be given to anyone | 4 |

c) 1 question would be "open ended" permitting RLGs to reply in their own words, such as

If a farmer refused to observe the limit set for the number of animals in his area, what should be done about it?
(Write in the most important things said by the group members.)

_____

_____

_____

d) there would be a fifth standard question of "What questions would the group like to ask Government"

e) there will be a standard part asking things such as
   i the RLG leader number (so that the form can be analysed by its geographical location)
   ii attendance at the meeting
   iii which broadcast was listened to
   iv duration of the meeting
   v radio reception quality
   vi comments on the materials

f) it is colour coded, to assist reference on the radio, to help ensure the RLGs discuss the questions on the correct report form and to assist the sorting of report forms when they arrive at the centre

g) it will be on one sheet (2 pages) only

## 3. The content of the report forms

The questions that are asked on the report forms are obviously crucial in determining if the consultation is to be of use.

The questions should be drawn up after

a) discussion with policy makers to discover what questions they want answered to assist the implementation of the policy
b) review of the questions asked about the policy in previous discussions (for the TGLP, for instance, we considered questions asked at public meetings when the cabinet toured the country introducing the policy)
c) a critical reading of the policy by the campaign team to identify the crucial and most far-reaching proposals.

These questions should be tried out in the pilot and the answers tabulated by hand. Considering the implications of each question and answer for the proposals is a good litmus test of the usefulness of the question.

Report forms can usually only be used in conjunction with the rest of the study "package". The pilot is thus also the time to pre-test the report forms.

Questions can also be asked to encourage RLGs to review the content of each unit. This may be a question to leave the group to answer in their own words.

## 4. "Open" and "Closed" Questions

In section 2 above we distinguished between closed and open questions. **"Closed"** questions have pre-coded multiple-choice replies. Their advantage is that they are relatively easy and quick to process, either by hand or computer. The disadvantage of "closed" questions is that RLGs have to select one of the replies **chosen by the campaign organisers** and not produced in their own words.

**"Open"** questions, that is questions without pre-coded replies, permit RLGs to answer in their own words. This is important for the RLGs because it allows them to say clearly what their views are without it being part of a pre-arranged process. And it is useful for Government because the message that comes through in the open questions is an authentic voice coming from the RLGs. Open questions are also useful for the Campaign organisers. While pre-coded questions are easier to manage they can only be used when the organisers have a clear idea of what the range of replies is likely to be.

When they have no idea of what the replies are likely to be, then open-ended questions should be used.

Open questions present great problems to the data interpreters. They have an obvious difficulty of summarising hundreds or thousands of different phrases, sentences and even paragraphs of prose into a one or two page summary.

## 5. Processing the Consultation Information

What method will you use to condense and tabulate the report form information? To decide this you must consider

a) the likely volume of report forms
b) whether you want to analyse all of them or just a sample
c) whether the campaign is a consultation, and if so, when results are needed.

For the TGLP campaign our first thoughts on these points were, respectively

a) 3,000–5,000 RLGs at 50%–80% response rate
   = range of 15,000–40,000 report forms
   (the real picture was 3,500 RLGs at 70% = 24,000 report forms)
b) we need to analyse all report forms as it is important to have a geographical analysis of the data
c) it is a consultation campaign, and the results are required as soon as possible.

There would thus be a lot of data, all of it to be processed quickly, which points to the need for a computer analysis.

This is a technical process and the relevant technician (systems analyst and programmer) need to be contacted at an early stage.

They

a) need advance notice of a considerable punching and programming task
b) should avise on the design of the forms from which the data will have to be punched.

For the TGLP Campaign we used the Botswana Government Computer Bureau for programming and computer processing.

It is probably a good idea to hire a programmer especially for the campaign.

You must design a system to get the information from the report forms into tables as quickly as possible. We did this in the TGLP campaign, but rather later than we should have done.

In Appendix II there is a flowchart of the system we used for the TGLP report forms.

We used the following staff –
1 consultation officer
20 general clerical assistants
6 translators

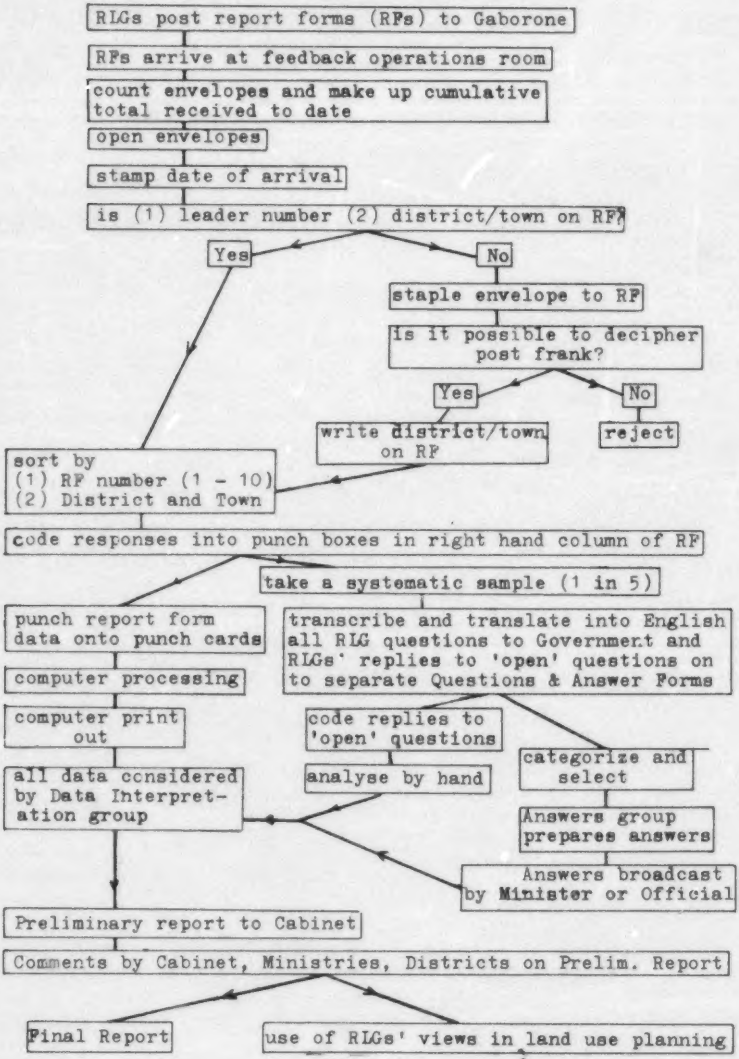
They needed a lot of open office space.

We suggest the following steps in processing the "open" questions:
a) take a random sample of the replies
b) read through 50–100 of these
c) draw up a list or lists of responsible categories eg.
   - a basic response –approve/disapprove/no preference
   - suggestions
   - criticisms

(this is a skilled task and must be done by someone familiar with the proposals and the demands of the policy makers)
d) have competent coders code these replies against the list you have drawn up
e) do spot checks on the accuracy of their coding
f) leave some replies in the words of the RLG.

If you want to know in more detail how we carried out the design and analysis of Consultation report forms, just write to us. The address is at the beginning of the manual.

# Appendix II: Flow Chart of Processing the TGLP Report Forms


RLGs post report forms (RFs) to Gaborone
RFs arrive at feedback operations room
count envelopes and make up cumulative total received to date
open envelopes
stamp date of arrival
is (1) leader number (2) district/town on RF?
Yes
No
staple envelope to RF
is it possible to decipher post frank?
Yes
No
write district/town on RF
reject
sort by (1) RF number (1 - 10) (2) District and Town
code responses into punch boxes in right hand column of RF
take a systematic sample (1 in 5)
punch report form data onto punch cards
computer processing
computer print out
all data considered by Data Interpretation group
transcribe and translate into English all RLG questions to Government and RLGs' replies to 'open' questions on to separate Questions & Answer Forms
code replies to 'open' questions
analyse by hand
categorize and select
Answers group prepares answers
Answers broadcast by Minister or Official
Preliminary report to Cabinet
Comments by Cabinet, Ministries, Districts on Prelim. Report
Final Report
use of RLGs' views in land use planning

# Appendix III: The TGLP Report Forms

LEFATSHE LA RONA

REPORT FORM 01 [1]

1. Group leader number _____
2. Name of group leader _____
3. Name of your village and ward or village and lands or town _____
4. Name of your District/Town _____
5. How many people were at the meeting? _____
6. At which broadcast time did you listen? (CIRCLE the day and time)

   Monday 5 pm [1] Tuesday 7 pm [2] Saturday 8.30 am [3]

   Saturday 5.30 pm [4]

7. How long did the group meet after the broadcast? (CIRCLE ONE reply)

   ½ h [1] 1 h [2] 1½ h [3] 2 h [4]

   2½ h [5] 3 h [6] over 3 h [7]

EXAMPLE

Some questions on this report form ask you to CIRCLE a reply. Here is an example of what you should do. Answer this question.

What is the capital of Botswana? (CIRCLE ONE REPLY)

Francistown [1] Gaborone [2] Selebi-Pikwe [3] Lobatse [4]

The answer is Gaborone. You should have circled the reply like this.

Francistown [1] (Gaborone [2]) Selebi-Pikwe [3] Lobatse [4]

8. What things have you heard about the Tribal Grazing Land policy already? (Write down the most important things said by the group members)

_____

_____

_____

_____

_____

_____

_____

_____

TGL15-1-E



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9. What is consultation? (Circle ONE reply)

Government is telling people what to do [1]

The people are telling Government what to do [2]

Government and the people are discussing together what to do [3]

Other (please explain)_____ [4]

Don't know [5]

10. Have you seen any of the following in your area; (Circle ONE reply for each of these)

| | | | | |
|---|---|---|---|---|
| dongas | yes | [1] | no | [2] |
| bush encroachment | yes | [1] | no | [2] |
| bare soil | yes | [1] | no | [2] |
| poor grass | yes | [1] | no | [2] |
| weeds | yes | [1] | no | [2] |

11. What questions does your group want to ask? (Write the questions in the space below)

1-2



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LEFATSHE LA RONA

REPORT FORM 2

1. Group leader number _____
2. Name of group leader _____
3. Name of your village and ward or village and lands or town
_____
4. Name of your District/Town _____
5. How many people were at the meeting? _____
6. At which broadcast time did you listen? (CIRLCE the day and time)

Wednesday 5 pm [1] Thursday 7 pm [2] Sunday 8.30 am [3]
Sunday 5.30 pm [4]

7. How long did the group meet after the broadcast? (CIRLCE ONE reply)

½ h [1] 1 h [2] 1½ h [3] 2 h [4]
2½ h [5] 3 h [6] over 3 h [7]

EXAMPLE

Some questions on this report form ask you to CIRCLE a reply. Here is an example of what you should do. Answer this question. What is the capital of Botswana? (CIRLCE ONE REPLY)

Francistown [1] Gaborone [2] Selebi-Pikwe [3] Lobatse [4]

The answer is Gaborone. You should have circled the reply like this.

Francistown [1] (Gaborone [2]) Selebi-Pikwe [3] Lobatse [4]

8. How much over-grazing is there in the area you know? (CIRCLE ONE reply.)

a lot [1]
some [2]
very little [3]
none [4]
other [5] (please explain_____
_____
don't know [8]

TGL15-2-E



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9. If there is over-grazing in your area, where are these over-grazed areas? (Please write in the names of these areas) _____

10. If there is over-grazing in your area, what do you think are the main causes of this over-grazing? (If the members mentioned any of these replies then circle the YES reply, if its wasn't mentioned then circle the NO reply.)

| | | |
|---|---|---|
| too many cattle | Yes [1] | No [2] |
| too little rain | Yes [1] | No [2] |
| veld fires | Yes [1] | No [2] |
| rain washing the soil away | Yes [1] | No [2] |
| too many people | Yes [1] | No [2] |
| not enough boreholes | Yes [1] | No [2] |
| bad grass | Yes [1] | No [2] |
| the land has always been poor | Yes [1] | No [2] |
| other (please explain)_____ | yes [1] | No [2] |
| there is no over-grazed land in our area | yes [1] | No [2] |

11. Do you have difficulty in finding good grazing for your oxen in the ploughing season? (Circle ONE reply.)

Yes [1] No [2]

12. What questions does your group want to ask? (Write the questions in the space below.)

2-2





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LEFATSHE LA RONA

REPORT FORM 3

1. Group leader number _____
2. Name of group leader _____
3. Name of your village and ward or village and lands or town _____
4. Name of your District/Town _____
5. How many people were at the meeting? _____
6. At which broadcast time did you listen? (CIRCLE the day and time)

   Monday 5 pm [1] Tuesday 7 pm [2] Saturday 8.30 am [3]

   Saturday 5.30 pm [4]

7. How long did the group meet after the broadcast? (CIRCLE ONE reply)

   ¼ h [1] 1 h [2] 1½ h [3] 2 h [4]

   2½ h [5] 3 h [6] over 3 h [7]

8. Government says that people with few cattle should be given a chance along with the large owners to benefit from the policy. This does not mean that people will be given a free ranch or free cattle. In what ways can a small owner benefit from the policy? (Write in the most important ways mentioned by the group members)

TGL15-3-E



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9. Do you think that exclusive rights to grazing land in your area should be given to groups, individuals, both, or neither? (Circle ONE reply)

- to groups only [1]
- to individuals only [2]
- to both groups and individuals [3]
- no exclusive rights should be given to anyone [4]

10. Do you think that groups or individuals should have preference when land is being allocated in commercial areas? (Circle ONE reply)

- groups should have preference over individuals [1]
- individuals should have preference over groups [2]
- should both be equal [3]
- now [4]

11. Do you think that applications from an over-grazed area should have preference over those from areas with better grazing? (Circle ONE reply.)

- Preference should be given to applications from over-grazed areas [1]
- Preference should be given to applications from areas with better grazing [2]
- they should both be equal [3]
- don't know [4]

12. What questions does your group want to ask? (Write the questions in the space below.)

3-2



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LEFATSHE LA RONA

REPORT FORM 01 **4**

1. Group leader number _____
2. Name of group leader _____
3. Name of your village and ward or village and lands or town

   _____
4. Name of your District/Town _____
5. How many people were at the meeting? _____
6. At which broadcast time did you listen? (CIRLCE the day and time)

   Wednesday 5 pm [1] Thursday 7 pm [2] Sunday 8.30 am [3]

   Sunday 5.30 pm [4]
7. How long did the group meet after the broadcast?
   (CIRLCE ONE reply)

   ½ h [1] 1 h [2] 1½ h [3] 2 h [4]

   2½ h [5] 3 h [6] over 3 h [7]

8 It is important to know the carrying capacity of a piece of land as this tells us the maximum number of cattle that should be grazed there. What are the different things that will affect this carrying capacity?

(If the members mentioned any of these replies then circle the YES reply, if it wasn't mentioned then circle the NO reply.)

| | | |
|---|---|---|
| amount of rain | Yes [1] | No [2] |
| the quality of the grass | Yes [1] | No [2] |
| the amount of water for livestock | Yes [1] | No [2] |
| the amount of burnt areas | Yes [1] | No [2] |
| the extent of good cattle management | Yes [1] | No [2] |
| the amount of thorn bush | Yes [1] | No [2] |
| Others (please explain) _____ | Yes [1] | No [2] |

TGL15-4-E



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9. What practices do you think you can do now to improve your livestock production? (If the members mentioned any of these replies then circle the YES reply, If it wasn't mentioned then circle the NO reply.)

| | | | | | |
|---|---|---|---|---|---|
| rotational grazing | Yes | 1 | No | 2 | 10 |
| early weaning | Yes | 1 | No | 2 | 11 |
| improved breeding | Yes | 1 | No | 2 | 12 |
| supplementary feeding | Yes | 1 | No | 2 | 13 |
| daily watering | Yes | 1 | No | 2 | 14 |
| dehorning | Yes | 1 | No | 2 | 15 |
| castrating | Yes | 1 | No | 2 | 16 |
| veterinary care | Yes | 1 | No | 2 | 17 |
| other (please explain) | Yes | 1 | No | 2 | |

_____

10. What do you think is the most important benefit of good cattle and land management for people in your area? (Circle ONE reply.) 18

an increase in the number of cattle 1
an increase in the quality of cattle 2
higher incomes from cattle 3
better grazing land 4
no benefit 5
other (please explain)_____ 6

_____

11. What questions does your group want to ask? (Write the questions in the space below.)

_____
_____
_____
_____
_____
_____





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LEFATSHE LA ROMA

REPORT FORM 5 (01)

(05 06)

1. Group leader number _____

(04 03 04 07)

2. Name of group leader _____

3. Name of your village and ward or village and lands or town _____

4. Name of your District/Town _____

(08 09)

5. How many people were at the meeting? _____

6. At which broadcast time did you listen? (CIRCLE the day and time)

(10)

Monday 5 pm [1] Tuesday 7 pm [2] Saturday 8.30 am [3]

Saturday 5.30 pm [4]

7. How long did the group meet after the broadcast? (CIRCLE ONE reply)

(11)

½ h [1] 1 h [2] 1½ h [3] 2 h [4]

2½ h [5] 3 h [6] over 3 h [7]

8. Where do you think the boundaries of communal grazing land should be drawn in your area? (Please write in specific boundary points.)

_____

_____

_____

9. Is there enough land in your area for some of it to be zoned for commercial ranches? (Circle ONE reply.)

(12)

Yes [1]

No [2]

Don't know [3]

If you replied yes where should these commercial ranches be? (Please write in specific places)

_____

_____

_____

_____

TGL15-5-E



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10 How important do you think it is to have land in your area reserved for future grazing?
(Circle ONE reply)

| | |
|---|---|
| Very important | 1 |
| Important | 2 |
| Not important | 3 |

11 Which of the following land uses do you think is most important? Reserved for future grazing, reserved for arable farming, reserved for wildlife?
(Circle ONE reply)

| | |
|---|---|
| reserved for future grazing | 1 |
| reserved for arable farming | 2 |
| reserved for wildlife | 3 |

12. What questions does your group want to ask?
(Write the questions in the space below.)

5-2



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LEFATSHE LA ROMA

REPORT FORM 6

1. Group leader number _____
2. Name of group leader _____
3. Name of your village and ward or village and lands or town

   _____
4. Name of your District/Town _____
5. How many people were at the meeting? _____
6. At which broadcast time did you listen? (CIRLCE the day and time)

   Wednesday 5 pm [1] Thursday 7 pm [2] Sunday 8.30 am [3]

   Sunday 5.30 pm [4]
7. How long did the group meet after the broadcast?
   (CIRLCE ONE reply)

   ½ h [1] 1 h [2] 1½ h [3] 2 h [4]

   2½ h [5] 3 h [6] over 3 h [7]

8. What are the advantages and disadvantages of fencing?
   (Write in the most important things said by the group members)

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

please turn over

TGL15-6-E



BEST COPY AVAILABLE 169

9. When people want to fence land, what are some of the important things to consider before actually fencing?
(If the members mentioned any of these then circle YES, if it wasn't mentioned then circle NO.)

| | | | | | |
|---|---|---|---|---|---|
| loans to pay for fencing | Yes | 1 | No | 2 | 11 |
| Land Board permission to fence | Yes | 1 | No | 2 | 12 |
| the location of their arable land | Yes | 1 | No | 2 | 13 |
| how many cattle they have | Yes | 1 | No | 2 | 14 |
| wildlife movement | Yes | 1 | No | 2 | 15 |
| access (roads and paths) | Yes | 1 | No | 2 | 16 |
| other (please explain) | Yes | 1 | No | 2 | 17 |

10. How important do you think it is to have land in your area reserved for wildlife? (Circle ONE reply)

| | | |
|---|---|---|
| very important | 1 | 18 |
| important | 2 | |
| not important | 3 | |

11. What questions does your group want to ask?
(Write the questions in the space below)





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LEFATSHE LA ROMA

REPORT FORM 7

1. Group leader number _____
2. Name of group leader _____
3. Name of your village and ward or village and lands or town _____
4. Name of your District/Town _____
5. How many people were at the meeting? _____
6. At which broadcast time did you listen? (CIRCLE the day and time)

   Monday 5 pm [1] Tuesday 7 pm [2] Saturday 8.30 am [3]

   Saturday 5.30 pm [4]

7. How long did the group meet after the broadcast? (CIRCLE ONE reply)

   ½ h [1] 1 h [2] 1½ h [3] 2 h [4]

   2½ h [5] 3 h [6] over 3 h [7]

8. Why will it take so long before the changes happen?

   (Write in the most important things mentioned by the group members)

   _____

   _____

   _____

   _____

   _____

9. Do you think there should be a limit set for the total number of animals each person is allowed to have in a communal area?

   (Circle ONE reply.)

   Yes [1]

   No [2]

   Don't know [3]

TGL15-7-E



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174

10. If there were a limit set for the total number of animals each individual or group were allowed to have in communal areas, who do you think should decide this? (Circle ONE reply.)

| | |
|---|---|
| Land Boards | 1 |
| Ministry of Agriculture staff | 2 |
| Conservation Committee | 3 |
| the chief | 4 |
| the headman | 5 |
| District Council | 6 |
| District Commissioner | 7 |
| Kgotla meeting | 8 |
| Other (please explain) | 9 |

11. If a limit is set for the number of animals allowed in your communal area, and you have more than this number, which of these would you do: move to other grazing land, mafisa out cattle, sell some cattle, join a group ranch? (Circle ONE reply.)

| | |
|---|---|
| move to other grazing land | 1 |
| mafisa out cattle | 2 |
| sell some cattle | 3 |
| join a group ranch | 4 |
| other (please explain) | 5 |

12. If a farmer refuses to observe the limit set for the number of animals in his area, what should be done about it? (Write in the most important things said by the group members.)

7-2





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13 In controlling the maximum number of cattle on a piece of land, should mafisa cattle be counted as belonging to the holder or the owner? (Circle ONE reply.)

| | |
|---|---|
| holder | 1 |
| owner | 2 |
| don't know | 3 |

14. What questions does your group want to ask? (Write the questions in the space below.)

7-3



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LEPATSHE LA RONA

REPORT FORM 8

01

02 03

1. Group leader number _____

04 05 06 07

2. Name of group leader _____

3. Name of your village and ward or village and lands or town

_____

4. Name of your District/Town _____ _____

08 09

5. How many people were at the meeting? _____

10

6. At which broadcast time did you listen? (CIRLCE the day and time)

Wednesday 5 pm [1] Thursday 7 pm [2] Sunday 8.30 am [3]

Sunday 5.30 pm [4]

11

7. How long did the group meet after the broadcast? (CIRLCE ONE reply)

½ h [1] 1 h [2] 1½ h [3] 2 h [4]

2½ h [5] 3 h [6] over 3 h [7]

8. What kind of groups are there already in your area that help people work together on a common problem? (Please list the groups in your area)

_____

_____

_____

_____

9. If some or all of the Radio Learning Group are interested in forming a farmers' group then how do they feel about these things? (Circle ONE reply for each of these.)

12

a) allowing a manager to control your cattle — agree [1] disagree [2] don't know [3]

13

b) paying a manager to control cattle — agree [1] disagree [2] don't know [3]

14

c) selling some of your cattle to pay for fencing, boreholes etc. — agree [1] disagree [2] don't know [3]

15

d) allowing a manager to decide when to sell your cattle — agree [1] disagree [2] don't know [3]

TGL15-8-E



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10. Do you think that those who do not already have allocations of grazing land should have preference over those who already do? (Circle ONE reply)

| | |
|---|---|
| preference should be given to those without other allocations of land | 1 |
| preference should be given to those with other allocations of land | 2 |
| both should be equal | 3 |
| don't know | 4 |

11. Three rules for allocating land in commercial areas have been suggested in the policy. They are

a) groups have preference over individuals

b) applications from over-grazed areas have preference over those from areas with better grazing

c) those who do not already have other allocations of grazing land have preference over those who do

Which one of these is MOST important. (Circle ONE reply)

| | |
|---|---|
| a) | 1 |
| b) | 2 |
| c) | 3 |

12. What questions does your group want to ask? (Write the questions in the space below)

_____

_____

_____

_____

_____

_____





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LEFATSHE LA RONA

REPORT FORM 9

1. Group leader number _____
2. Name of group leader _____
3. Name of your village and ward or village and lands or town _____
4. Name of your District/Town _____
5. How many people were at the meeting? _____
6. At which broadcast time did you listen? (CIRCLE the day and time)

   Monday 5 pm [1] Tuesday 7 pm [2] Saturday 8.30 am [3]

   Saturday 5.30 pm [4]

7. How long did the group meet after the broadcast? (CIRCLE ONE reply)

   ½ h [1] 1 h [2] 1½ h [3] 2 h [4]

   2½ h [5] 3 h [6] over 3 h [7]

8. What improvements can you suggest to the way Land Boards allocate land? (Write in the most important things said by the group members.)

   _____

   _____

   _____

   _____

   _____

9. Who do you think is the MOST responsible for making the Tribal Grazing Land Policy work? (Circle ONE reply.)

   the people of Botswana [1]

   the Government of Botswana [2]

   other (please explain)_____ [3]

   _____

TGL15-9-E



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10. The policy will begin to work slowly. What is the first thing you and your neighbours will do now to start making things better? (Circle ONE reply)

| | |
|---|---|
| start better cattle management | 1 |
| form a farmers' group | 2 |
| talk to the Agricultural Department | 3 |
| start fencing | 4 |
| talk to the Land Board | 5 |
| hold a kgotla meeting on the policy | 6 |
| talk to the Village Development Committee | 7 |
| talk to the Assistant Community Development Officer | 8 |
| other (please explain)_____ | 9 |
| nothing | 10 |

11. What are the ways you can influence how the Tribal Grazing Land Policy will work in your area?
(If the members mentioned any of these then circle YES, if it wasn't mentioned then circle NO.)

| | | |
|---|---|---|
| talk to the local Member of Parliament | Yes 1 | No 2 |
| talk to the District Councillor | Yes 1 | No 2 |
| talk to the headman | Yes 1 | No 2 |
| decide on communal grazing boundaries | Yes 1 | No 2 |
| hold a kgotla meeting | Yes 1 | No 2 |
| form groups | Yes 1 | No 2 |
| send these report forms to Government | Yes 1 | No 2 |
| talk to our neighbours | Yes 1 | No 2 |
| other (please explain)_____ | Yes 1 | No 2 |

12. What questions does your group want to ask?
(Write the questions in the space below.)

9-2



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LEFATSHE LA RONA

REPORT FORM 01 10

1. Group leader number _____
2. Name of group leader _____
3. Name of your village and ward or village and lands or town

   _____
4. Name of your District/Town _____
5. How many people were at the meeting? _____
6. At which broadcast time did you listen? (CIRLCE the day and time)

   Wednesday 5 pm [1] Thursday 7 pm [2] Sunday 8.30 am [3]

   Sunday 5.30 pm [4]
7. How long did the group meet after the broadcast?
   (CIRLCE ONE reply)

   ½ h [1] 1 h [2] 1½ h [3] 2 h [4]

   2½ h [5] 3 h [6] over 3 h [7]

8. What do you think should be changed in the Tribal Grazing Land Policy to make it better?

   (Write in your group's ideas on how to improve the policy.)

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9. What parts of the policy do you want to learn more about?
(If the members mentioned any of these, then circle YES, if it wasn't mentioned then cirlce NO.)

| | | | | |
|---|---|---|---|---|
| the consultation | Yes | 1 | No | 2 |
| the present problems | Yes | 1 | No | 2 |
| wildlife | Yes | 1 | No | 2 |
| the ideas behind the solution to the present problems | Yes | 1 | No | 2 |
| better land and cattle management | Yes | 1 | No | 2 |
| zoning | Yes | 1 | No | 2 |
| reserved land | Yes | 1 | No | 2 |
| fencing | Yes | 1 | No | 2 |
| when the changes will happen | Yes | 1 | No | 2 |
| ranching associations and groups | Yes | 1 | No | 2 |
| commercial ranches | Yes | 1 | No | 2 |
| the work of the Government agencies | Yes | 1 | No | 2 |
| what we can do now | Yes | 1 | No | 2 |
| water | Yes | 1 | No | 2 |
| other (please explain)_____ | Yes | 1 | No | 2 |
| nothing | Yes | 1 | No | 2 |

10. How many members of the Radio Learning Group would like to join a group ranch of some kind and how many would prefer to continue grazing their livestock as they do now?
(Write in the number of members choosing to do each of these.)

The number of members who would like to join a group ranch is _____

The number of members who would prefer to continue grazing their livestock as they do now is _____

The number of members who do not know is_____

Total number of members is _____





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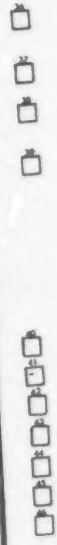
11. If some or all of the Radio Learning Group members prefer to continue grazing their livestock as they do now, please give the reasons.
(If the members mentioned any of these, then circle YES, if it wasn't mentioned then circle NO.)

| | | |
|---|---|---|
| present system is satisfactory | Yes [1] | No [2] |
| don't want to work with other farmers | Yes [1] | No [2] |
| want to manage my own cattle | Yes [1] | No [2] |
| other (please explain) | Yes [1] | No [2] |

12. If some or all of the Radio Learning Group members prefer to farm a group ranch, please give the reasons.
(If the members mentioned any of these, then circle YES, if it wasn't mentioned then circle NO.)

| | | |
|---|---|---|
| more cattle | Yes [1] | No [2] |
| higher income | Yes [1] | No [2] |
| better management | Yes [1] | No [2] |
| better quality cattle | Yes [1] | No [2] |
| less stock theft | Yes [1] | No [2] |
| Groups are a good thing | Yes [1] | No [2] |
| other (please explain) | Yes [1] | No [2] |

13. What questions does your group want to ask?
(Write the questions in the space below.)





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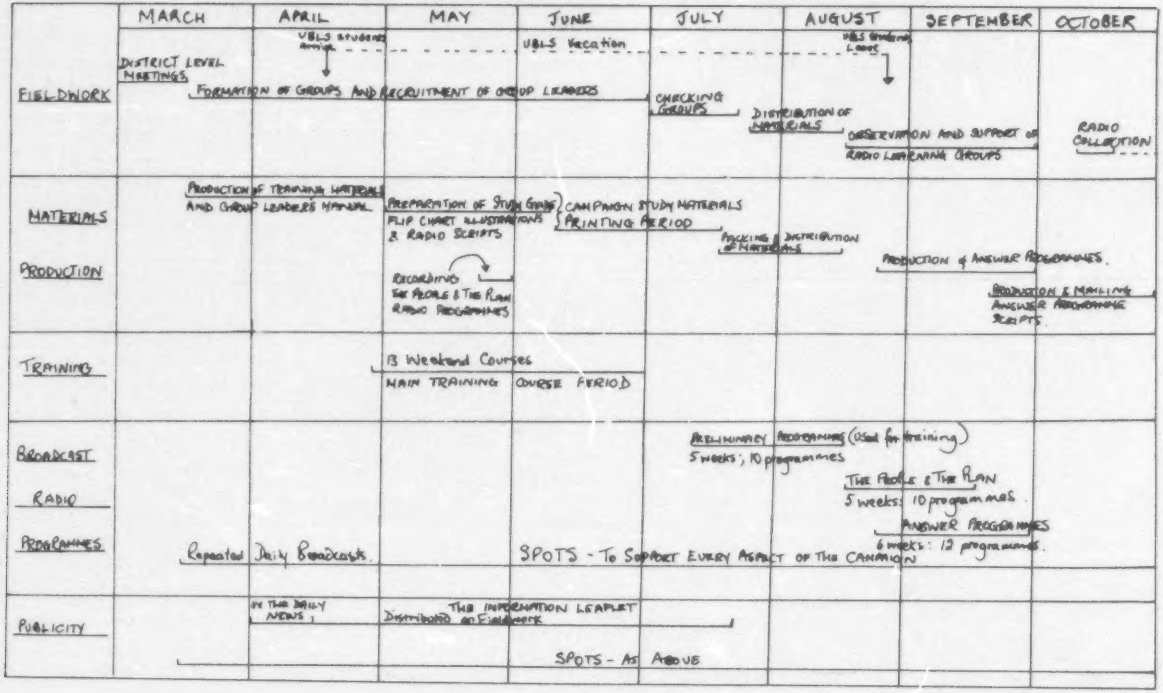
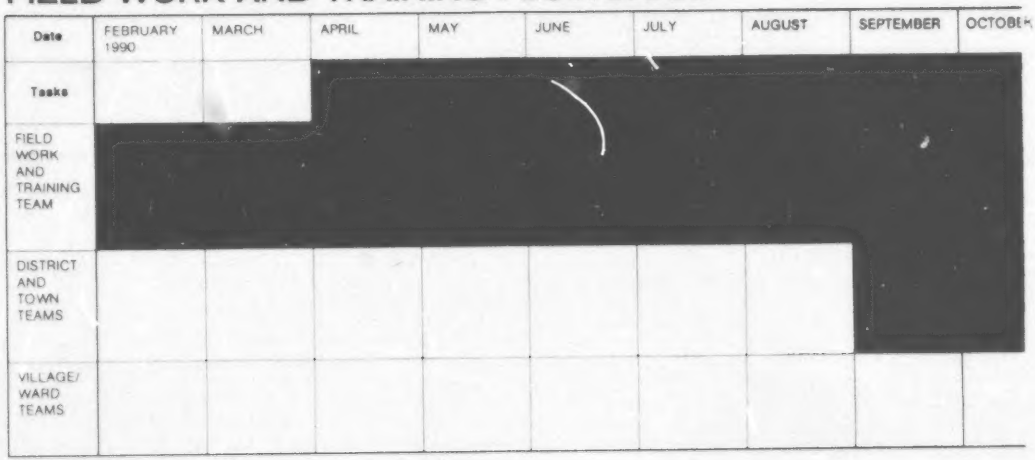
## AN EARLIER PROJECT – THE CAMPAIGN FLOW CHART FOR THE 1973 CAMPAIGN.

THE PEOPLE AND THE PLAN CAMPAIGN – MARCH TO OCTOBER 1973



# FIELD WORK AND TRAINING FLOWCHART



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| NOVEMBER | DECEMBER 1990 | JANUARY 1991 | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY | AUGUST | SEPTEMBER | OCTOBER 1991 | Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | Tasks |
| | | | | | | | | | | | | FIELD WORK AND TRAINING TEAM |
| | | | | | | | | | | | | DISTRICT AND TOWN TEAMS |
| Participate in training course for village teams | | 1. Organise campaign publicity<br>2. Recruit and brief RLG leaders | | | | Act as RLG leader trainer | Help RLG leaders in formation and briefing of RLGs | Provide advice and for RLGs | support | Debrief and RLG leaders | | VILLAGE AND WARD TEAMS |

*EXAMPLE*

# OPERATIONAL CALENDAR FOR THE CONSULTATION – J

| | JUNE | JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | AP |
|---|---|---|---|---|---|---|---|---|---|---|---|
| PUBLICATIONS | Presidential Directive 72/75 June 4th launches public consultation | Publication of White Paper | | Tribal Land Development Conference Report | Project Memorandum approved and submitted to donor | | Consultant's report on the Pilot Project | Evaluation Report on the Pilot Project | | Draft Plan for Campaign Evaluation | |
| RADIO PROGRAMMES | | | | | | | Pilot programme using cassettes | | | | |
| CONFERENCES | | Briefing conference for information services | 1 Agenda item on TGLP to Ministers 2 National DOC seminar on TGLP | | National conference on TGLP (Land Boards and Conservation Committees) | District seminars on TGLP | | | | | |
| RURAL EXTENSION CO-ORDINATING (RECC) COMMITTEE | RECC establishes Grazing Committee 10th June (meeting no. 9) | | RECC meeting no. 10 | | | | RECC meeting no. 11 | | | | |
| GRAZING COMMITTEE | Grazing Committee 1st meeting 20th June | | Grazing Committee meets at least weekly, thereafter rather less frequently | | | | | | | | |
| MATERIAL PRODUCTION AND DATA PROCESSING | | | | | Material production for Pilot | | | | Material production for main campaign (study guide, popular version, report forms, etc.) and for Kgotla Leader training courses | | |
| FIELDWORK AND TRAINING | | | | | Recruitment and training of R.E. Leaders for the Pilot programme | | | 1 National Workshop on District Organisation (District level staff) 2 Formation of District and village teams 3 Training headworkers for recruitment work | | 1 Recruiting of R.E. Leaders | |
| GOVERNMENT COMPUTER BUREAU (GCB) | | | | | | | | Consultation with GCB on layout of report forms | | | |
| EVALUATION UNION AND DATA INTERPRETATION WORKING GROUP | | | | Evaluation of Tribal Land Development Conference | | 1 Evaluation of District Seminars 2 Evaluation of Pilot | | | | Initial selection of consultant report forms agreed on, and with GCB | |
| FEEDBACK TO DISTRICTS | | | | | | | | | | | |
| USES OF FEEDBACK | | | | | | | | | | | |

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OF AN OPERATIONAL FLOW CHART

# UNE 1975 TO JUNE 1977 (TRIBAL GRAZING LAND PROGRAMME, Bbotswana)

| MAY | JUNE | JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Technical Note No 1 (TN 1) | | Preliminary report on the TGLP consultation presented to and accepted by Cabinet | Ministers presents preliminary report to caucus of MPs | | Technical Notes (TN 2) | | | | 1. Final report on the TGLP consultation made public 2. Technical Notes Nos. 3, 4, 5, 6 and 7 (August) |
| | Radio campaign beginning June XXXX RLGs June/July | | Answers programmed overseas to RLGs questions | | | | | | | | | Minister's speech to the nation on issues raised by the consultation and the next steps | | |
| | | | | | | National DOC conference includes pre-press report on TGLP data gathering exercise | | | | | | | | |
| | RECC meeting no 12 | | | | RECC meeting no 13 | | | | | RECC meeting no 14 | | | | |
| | | | | Land Grazing Committee meeting | | | | | | | | | | |
| 1. Production of printed consultation report 2. Production of radio programmes | Pre-campaign surveys | Processing of report forms, group consultation reports, reporters and the feedback committees, within 1 week of: 1. Edited and sent for punching onto computer cards 2. Tabulated, categorized and sent to relevant programme working groups | | | | | | | | | | | | |
| RLG Leaders recruit group members | Two XXXX RLGs give large attentive audience listen to campaign broadcasts and read c. 75 000 report forms | | | | | | | | | | | | | |
| | XCB starts writing computer programmes to produce the consultation data | | | First tabulations (basing report forms 'read' (month ?) are produced by the Government Computer Bureau | Production of cross tabulations, compilations of GCRs, with report forms, DCR headquarters and evaluation data | | | | | Production of provisional cross tabulations requested from districts | | | | |
| Briefing and supervision of Participant observers | | | Preliminary analysis of report forms responses, audience profile and attendances (TN 9) | Data interpretation working group uses available data to produce the draft preliminary report | | Draft of preliminary report circulates to the relevant Ministries before preliminary report is submitted to Cabinet | | Additional data and feedback go into the production of the final report on the consultation<br>Analysis of campaign audience and RLG meetings (TN 2), RLG papers (TN 3), pre-campaign visits (TN 4), pre-campaign survey (TN 5), reasons received (TN 6), and attorneys reports on the TGLP campaign (TN 7) | | | | | | |
| | | | | Report Nos 2 & 3, containing suggestions on how this land should be zoned, are sent to the districts | | National DOC conference 1. Briefing on state of the consultation. 2. Distribution of computer tables to the districts | 1. Preliminary report on the consultation sent to the districts<br>2. New computer tables are sent to the districts as they are produced by the Government Computer Bureau | | Seminar with districts on how the Consultation data has been used | Districts prepare district preliminary policy papers on the TGLP report | | | | |
| | | | Information on forestry groups to fields travelling on group formations | | | Forming groups continue field at Shoshong Rural Training Centre | Data used to feed into planning implementation exercises at Central Government and District level<br>e.g. wildlife management areas, proposed unified boarding organizations, concern for non-[illegible] involved in borehole areas, constant reference to consultation findings | | | | | | | |